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April, 1942

Number 100

*Sum.*

## Evaluating Secondary Education

Descriptive articles on the application and effect of the Evaluative Criteria of the Co-operative Study of Secondary Schools on the individual school, the schools within states, the schools within regions, the schools within areas, and the schools on a national basis.

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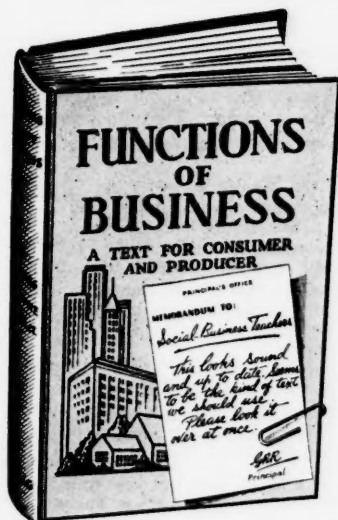
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# The Bulletin

## OF THE NATIONAL ASSOCIATION OF Secondary-School Principals

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## The Co-operative Study of Secondary-School Standards

WALTER CROSBY EELLS

*Executive Secretary, American Association of Junior Colleges*

*Washington, D. C.*

IT WAS THE PRIVILEGE of the writer to be closely associated for five years from 1935 to 1940 with the experimental formulation and development of the Evaluative Criteria and other measures used by the *Co-operative Study of Secondary School Standards*. Since 1940, he has been greatly interested in the increasing evidences of the successful use of these measures throughout the country.

The organization of the *Co-operative Study* in 1933 came about as the result of increasing dissatisfaction with the content and administration of standards for accreditation of secondary schools. Leaders in secondary education felt that the existing standards, in spite of many recognized values, had tended increasingly to become mechanical, rigid, deadening, traditional, academic, and subjective. They felt that a fundamental attack on the entire problem was warranted.

During the five-year period mentioned above, the Study had the support of generous contributions from the GENERAL EDUCATION BOARD and from the six regional associations which united in the Study, and even more important the contributed services of hundreds of leaders in secondary education in every state in the Union. With this support a small office staff developed almost *de novo* a variety of criteria for educational evaluation, tried them out on an experimental basis in two hundred carefully selected representative schools, abandoned some criteria, retained and improved others, developed practical methods, established norms, devised graphic methods of presentation, tried out the revised materials again in a group of ninety schools, and finally turned over to the constituent associations the results of the five-year study in practical form for such use as each regional area or separate state or school within the area might wish to make of it.

Perhaps the most fundamental guiding principle of the entire Study was the decision in its early stages that "a school can be studied satisfactorily and judged fairly only in terms of its own philosophy of education, its individually expressed purposes and objectives, the nature of the pupils with whom it has to deal, the needs of the community which it serves, and the nature of the American democracy of which it is a part." In the attempt to apply this principle every effort was made to develop comprehensive and flexible criteria and methods rather than narrow, rigid, and uniform ones.

The experience of the past two years with the use of the Evaluative Criteria, as set forth in part in the articles included in this issue of THE BULLETIN, indicates that this fundamental principle has been satisfactorily translated into action. The Evaluative Criteria have been used on a required basis and on a voluntary basis; with regional, with state, and with local supervision; in large schools and in small schools; in urban schools and in

rural schools; in cosmopolitan schools and in highly specialized schools; in publicly controlled schools and in privately controlled schools; with large and small visiting committees, and with no visiting committees.

Another important principle early adopted by the *Co-operative Study* stated that "an important function of a national, regional, or state agency should be stimulation toward continuous growth and improvement, not merely inspection and admission to membership." As the months of the experimental period passed by, almost every one connected in any way with the Study gradually came more and more to feel that stimulation to improvement was much more important than mere development of improved standards for accreditation and more and more concerned with the development of materials and methods which should be vital factors in the improvement of schools and of the personnel connected with them. The experience of the past two years has fully demonstrated the soundness of this principle and the adaptability of the Evaluative Criteria to this desirable outcome.

Not only have schools been stimulated to improvement of curriculums, teaching methods, library service, guidance organization, pupil activities, staff competency, and general administration, but this stimulating effect has extended in a way not at first anticipated to the hundreds of state and county supervisory officers, professors of education, superintendents, principals, and other individuals who have served as members of evaluating committees. These men and women have found that their own outlooks were broadened and their sympathetic understanding of educational problems deepened by the experiences gained in the intensive evaluation of all phases of a school required in the application of the Evaluative Criteria.

The Evaluative Criteria are far from perfect. Those who have worked with them most intimately are most keenly conscious of their shortcomings. Adequate revision based upon experience is planned for the year 1945. Extensive use under a wide variety of conditions, however, has already fully demonstrated the soundness of the fundamental bases upon which they rest. Undoubtedly the *Co-operative Study* has been able to develop methods of evaluation of secondary schools that are more comprehensive, more nearly valid, more flexible in operation, more adaptable to scientific administration, and more stimulating to continuous improvement of schools than those in common use before it began its work.

It is not too much to hope and expect that the methods of the *Co-operative Study of Secondary School Standards* in the years that are ahead may have an increasingly significant influence in making the educational program of the American secondary school, whether publicly or privately controlled, harmonize more closely with defensible philosophies of education, fit better the varied needs of the pupils with whom it has to deal, serve more effectively the varied educational needs of the community which it serves, and become a more efficient and dynamic instrumentality for transmitting our American heritage, for developing our American democracy, and for promoting the ideals of American civilization in a country either at peace or at war.

## The Middle States Association and the Evaluative Criteria

R. D. MATTHEWS

*Associate Professor of Education, University of Pennsylvania, Philadelphia*

SO MUCH HAS BEEN WRITTEN and reported in professional meetings about the work of the *Co-operative Study of Secondary-School Standards* in preparing the Evaluative Criteria for use in secondary schools that it is extremely unlikely that many readers of THE BULLETIN will be unaware of the significant facts. It is for that reason that only the most important points will be reviewed here.

### SPONSORED BY THE SIX REGIONAL ASSOCIATIONS

The *Co-operative Study of Secondary-School Standards* is an organization sponsored by the six regional associations. Encouragement and advice was given by the former United States Commissioner of Education, George F. Zook, and by representatives of the American Council on Education, National Education Association, and the National Committee on Research in Secondary Education. The *Co-operative Study* was carried forward from 1933 by a general committee of twenty-one representatives of the six regional associations together with six advisory members, an executive committee of nine and an administrative committee of three members. The intensive work of preparing the Evaluative Criteria was done during the period from 1933-1939. With the publication of the 1940 editions of *How to Evaluate a Secondary School* and the *Evaluative Criteria* the arduous task set for itself by the *Co-operative Study* was brought to a successful conclusion. Much of the success of the enterprise was due to the efficient work of the Co-ordinator, Walter C. Eells. During this period the *Middle States Association* was represented by E. D. Grizzell, serving as chairman of the executive committee and a member of the administrative committee, by Richard M. Gummere and George W. McClelland on the executive committee, and by C. C. Tillinghast, William Mather Lewis, and William A. Wetzel together with those previously named serving on the general committee.

### FINANCED BY THE REGIONAL ASSOCIATIONS AND A NATIONAL FOUNDATION

The *Co-operative Study* was supported financially by contributions of approximately \$20,000 from the regional associations and by nearly \$180,000 from a national foundation. At the present time a small fund is being accumulated from the sale of publications to cover the cost of revision of the materials. According to present plans this revision is not to take place before 1945.

## HISTORY OF THE CO-OPERATIVE STUDY

In the period from 1933 to 1938, at the annual meetings in November, the representatives of the member schools of the *Middle States Association of Colleges and Secondary Schools* were kept informed of the progress being made by the *Co-operative Study*. In 1938 the Commission on Secondary Schools, whose members had kept in closer touch with the *Co-operative Study*, felt that the time had come for action. It was recommended that the *Middle States Association* approve the procedures and materials described and published by the *Co-operative Study of Secondary-School Standards* for a trial period to end January 1, 1945. The old standards were to remain in force but all new schools would be required to carry out a self-evaluation using the Evaluative Criteria and have this self-evaluation checked by a visiting committee. The same procedure was to be carried out by the old schools but since it was impossible to arrange for such a large task in a short time it was decided that the schools which had been approved would have until the end of the trial period, January 1, 1945, to carry out the new procedures. The time when any school was to complete this process was to be decided by that school. This arrangement has worked out quite satisfactorily for the Commission since at no time have so many schools asked for visiting committees that they could not be provided.

Since the action was taken too late in the year 1938-39 for the schools to make necessary plans, it was decided to postpone the initiation of the new procedures until 1939-40. In at least four states of the Middle States area, however, a number of schools were evaluated under the auspices of their own state departments. Two of the four field representatives of the *Co-operative Study* employed to help introduce the new procedures assisted with the evaluation of some of these schools. Nearly fifty schools carried out self-evaluations and were visited by committees selected by the Commission on Secondary Schools during 1939-40. The following year the number increased to one hundred eight and it is expected that one hundred twenty-five schools will be evaluated during 1941-42.

The need for expert assistance in introducing members of visiting committees to the new procedures was provided for by the employment of a field representative on a part-time basis. Kenneth Eells, who had been associated with the *Co-operative Study* during the period of greatest activity, was secured for this position. He served during 1939-41 and will be available for the latter part of 1941-42. Whenever possible he is used as the chairman of committees in areas where committee members are inexperienced and where there is need for closer supervision of the work of the committee.

The first step in carrying out the new procedure in evaluation is taken when the head of a school indicates on the Annual Report (due at the Commission office July 1 of each year) the year in which he wishes his school to be evaluated. If the date indicated is the next scholastic year



he is asked to give the earliest date after which he will be ready for a visiting committee. In the case of new schools applying for accreditation a similar question is asked. This report includes, among other items, a space for recording the number of teachers on the instructional staff. The minimum size of the visiting committee is determined by this number. Even in very small schools, however, the minimum size of the committee is three and the minimum time of the visit is two days. In the size of the committee provision is made so that no visitor needs to visit more than six teachers a day and each teacher is visited by two different committee members.

#### ADMINISTERING THE NEW PROGRAM

The next step in administering the new program is to set up a tentative schedule and selected tentative chairmen. This is done at the Commission office during July and the early part of August. Since neither chairman nor committee members receive money for their services it is necessary to avoid overloading any individuals. A number of experienced chairmen have expressed a willingness to serve on two committees a year while a number of others assist with only one.

When the schedule has been completed, the task of making up the lists of visiting committee members is begun. Each list contains from



The Committee's visits revealed that a large number of schools give attention to the development of a broad program in art. Here pupils have an opportunity not only to give expression to their interest but also to develop their skills in art.

twenty-five to forty per cent more names than will be needed since all who are invited rarely find it possible to accept. So far as possible each committee includes representatives of state departments of education and higher institutions, heads of private and public accredited secondary schools, county and district superintendents of schools, supervising principals, teachers, and laymen interested in secondary education. As these lists are completed they are sent for approval to the head of the school which is to be visited. He is urged to veto the names of people whom he considers to be unsuitable visitors for his school. He is never asked to give reasons for such action. This plan has had satisfactory results. During 1940-41 more than a thousand persons served from two to eight days as members of one or more visiting committees.

If the head of the school approves the suggested chairman and date, an invitation is sent to the chairman. In each case, of course, the chairman has been a member of several visiting committees and in most cases has followed the progress of the *Co-operative Study* at least since 1936. It happens occasionally that the tentative date has to be changed to suit the convenience of the chairman but this is relatively easy in the case of all schools which get their reports and replies to the Commission office promptly. If the chairman declines the invitation it is necessary to get approval for a second or third choice. Only in an emergency is anyone invited to serve on a committee without first receiving the approval of the school. Should the school not approve of these members their invitations are cancelled.

A letter which is obviously a form letter is sent to each person who has been approved by the school. Enclosed with this invitation is a mimeographed sheet of *Suggestions to Committee Members* which gives in brief form some of the material included in the Manual, *How to Evaluate a Secondary School*. As the replies are received they are recorded on a master list. At least one week before the visit is to take place copies of this list with those who have accepted clearly indicated is sent to the chairman of the committee and to the head of the school. The latter is requested to send a note of welcome to each prospective visitor, giving information about how to reach the school and sending any materials which the visitor should have before the visit. This note serves as a reminder to the committee member. Since the original invitation may be sent two or three months before the visit such a reminder is frequently necessary. The best evidence that the Commission has of the value of the new program is the willingness of those invited to serve on visiting committees even though such service is extremely strenuous. Wherever possible arrangements are made for the head of a school as well as members of his staff to serve on a visiting committee before the visit to his school takes place.

A mimeographed list of *Suggestions to Chairmen* is sent to each chairman with the list of committee members. Some chairmen prefer to secure information from the committee members before the first day of

the visit and use this information to make preliminary plans. Other chairmen postpone this planning until the organization meeting on the first morning of the visit. Since the activities of the visiting committee follow rather closely the plan described in Chapter VII of the Manual, *How to Evaluate a Secondary School* they will not be repeated here.

#### REPORTING THE STUDY

At the completion of the visit the chairman of the visiting committee usually reports the important commendations and recommendations orally to the head of the school and anyone whom he wishes to invite to hear this report. A written statement or chairman's report is prepared and sent to the office of the Commission with the Evaluative Criteria which the committee has checked. All analyses and summaries and the graphic summary, the *Educational Temperatures*, are prepared by the staff in the central office. As soon as possible the completed report is sent to the school. The time required to make this report varies from one week to two months depending upon the size of the school and the number of schools to be summarized at that particular time.

An office copy of this report is examined carefully by the appropriate state committee at its annual meeting in the fall of each year. The state committee in the *Middle States Association* consists of a representative of the state department of education, a college registrar, the headmaster of a private accredited school, the principal of a public accredited school, and the executive secretary of the Commission. The state committee makes its recommendations after considering the report based on the Evaluative Criteria together with any other evidence available regarding each school. These recommendations are considered by the Commission on Secondary Schools at its meeting in November. The Commission is composed of representatives of state departments of education, higher institutions, public and private secondary schools, and the president and secretary of the *Middle States Association*. The Commission has the responsibility for the preparation of the list of approved secondary schools. The chairman reports the actions at the Annual Meeting of the association held each year at Atlantic City during the Thanksgiving recess.

The school is informed, as soon after the Commission meeting as possible, of the action of the Commission. This notification is in the form of a letter and includes recommendations which are judged to be appropriate, the period of approval, and the date when the next report is to be submitted. The periods of approval vary from one to five years but each school is expected to make a brief report each year.

#### BRIEF COMMENTS FROM THE FIELD

This article thus far has described the procedures followed by the Commission on Secondary Schools of the *Middle States Association of Colleges and Secondary Schools* in using the Evaluative Criteria in the

accreditation of secondary schools. To complete the picture it seemed appropriate to secure brief comments from those in the field who had had most experience with helping to carry out these procedures. Requests were sent to about fifty people who were thought to represent different important points of view. Those who were known to be unsympathetic to the program were invited to comment freely since all contributions were to be unidentified except in a very general way. Since there was some duplication in the responses and due to space limitations they have not all been included.

*From a principal of a very large city secondary school*

Last term I organized a committee on self-evaluation under the chairmanship of ———, who was then chairman of our English Department. This group divided itself into several subcommittees in accordance with the material in "Evaluative Criteria" and "How to Evaluate a Secondary School." These committees spent a good deal of time in working out the self-evaluation. I purposely left them to their own resources because I did not want to dictate to them the procedures or the methods that they might follow.

When the reports were submitted I was surprised by several factors:

(1) the reluctance on the part of the average teacher to secure evidence through visitation; (2) the reluctance on the part of the average teacher to ask questions of co-members of the faculty in areas with which he is personally unfamiliar; and (3) the inability of the members to recognize the presence of some of the items which they were asked to judge.

It was rather an illuminating experience to discuss the results with teachers and to ask, for example, in connection with democratic principles whether the teacher had visited the Student Court only to have the teacher admit that he had not heard much about the Student Court. It is my belief that teachers must be trained in the process of self-evaluation before they can really understand what we are "driving at" in Evaluative Criteria. This means that before a self-survey of the type that we have used, without administrative dictation, has been made and the results studied, the administration must organize the committee and discuss with the particular committees the philosophy of the evaluation and the correct definition and explication of the matters that are subject to evaluation. In addition, a definite discussion must be held on the matter of objectivity in rating. In a school as large as ours teachers take for granted as "ordinary" that which may be found in none of the average schools of the area as a whole, and they are very apt to mark as "ordinary" something which is outstanding. It is very difficult for teachers to sense the relationship between their school and the entire accrediting area.

For a really worth-while self-evaluation to result a period of nearly two years is necessary so that the various members of the staff may get a picture of the co-ordination of the various fields of activities in which the several committees are engaged. It is only as each committee sees its work in the light of the work done by other committees that we can really get an accurate picture of the situation as a whole. The administrator who is willing to spend the time that is required in this educative process will eventually have changed the entire outlook of his staff. He will have substituted for a narrow definition of individual interests and subjects a broader view of the relationship between all subjects, the pupil, and life outside the school, and in addition he will have given to them an accurate picture of the relationship between instruction and administration and democratic procedures which he could not have given them in any other way.

*From a county superintendent of schools*

I have found my experience on evaluating committees for secondary schools very helpful because of the emphasis placed on a workable philosophy of education and of clear-cut analyses of the divisions of the other criteria used to evaluate the school. It has taught me to attempt to measure phases of a secondary-school program which I was likely to overlook or under-emphasize. The committee opinions when subcommittee reports are given, give balance to the ultimate findings.

The greatest weakness in the evaluating process lies not in the Criteria but in the use made of them. There is a tendency on the part of evaluators with little experience to compare situations in the schools which they evaluate with situations in the school in which they work rather than with the Criteria. I feel that the procedure of checking a school against its expressed philosophy when the latter is at variance with the community's needs, or when a philosophy is formulated when the community needs have not been determined is also a weakness in the evaluating process.

*From a member of a State Department of Public Instruction*

The program of the *Middle States Association* for the use of the Evaluative Criteria in the accrediting of the member schools was adopted by the association on the recommendation of the Commission on Secondary Schools. It seems to me that the association has, therefore, no alternative except to continue the program until all the member schools have been "evaluated." I do not consider the program a sound one nor do I believe that it is really voluntary. There was no adequate discussion preceding its adoption by the association. It seems to me to imply a supervisory and administrative relationship to the secondary schools which does not and cannot exist. I believe that the self-evaluation by schools independently would result in continuous



Opportunities for sketching lends informality and freedom to the school's program.



improvement and would avoid the considerably unwholesome emphasis on the validity of the visiting committee judgments.

There is no doubt that the visiting is a liberal education for the members of the committee. I question the competence of a visiting committee to make changes in the ratings assigned by the school itself. I particularly deplore the instructions in the Manual suggesting that school ratings be lowered in case of doubt. The experience and practice of the original field workers is not a valid argument. From my own intimate and long continued supervisory and administrative relationship with the schools and from the abundant data concerning school practices which the schools have contributed to our files, I am convinced that this initial program of "evaluating all schools" should be modified after present member schools have been "evaluated." Perhaps new schools applying for admission should be subjected to the visiting committee technique. It may become the duty of this State Department of Public Instruction to discontinue its sanction of the present program after the initial plan has been carried through.

The attention of the Commission on Secondary Schools should be called to the fact that under the old standards the statement of the school itself was, except in rare instances, accepted as a basis for renewal of approval. The admirable materials of the Evaluative Criteria and self-evaluation based on them should in the future be accepted by the Commission for renewals of approval.

*From a headmaster of a private boarding school for boys*

I have given considerable thought to your request for a statement regarding my experiences on the Evaluating Committees last year and I find myself facing considerable difficulty in attempting to reduce into short form the many stimulating impressions which I received.

First, let me say that the strengths of the Evaluating Criteria and the desirable outcomes from their application impress me as so far outweighing any weaknesses which appear as to cause the entire process to seem predominantly constructive and positive. Such weaknesses as came to light in any particular situation seemed to be those which arose from the faulty application of the general principle by the teachers or schools. I realize that this reaction may show me lacking in discrimination. I prefer to think, however, that those who have developed the Criteria have succeeded in reducing the whole process to such broad and fundamental concepts of education as to make it basically sound to an unusual degree.

Only after actual experience in serving on a Committee did I arrive at this viewpoint. The veteran educator has seen so many school surveys conceived in hope and delivered in disappointment that he has grown reconciled to let most of them come and go without enthusiasm or optimism. For the most part very little has happened either to the surveyed or to the surveyors. Therefore, I approached my first service on an Evaluating Committee with no very pleasurable anticipation. Although impressed by the theory of Dr. Eells' technique, I felt that when applied by ordinary teachers to commonplace school situations the whole thing would degenerate into the same old dull realities of much fuss over few results. One day on the Committee proved that here was something different—a procedure that had in it the power to motivate the educational machine into action. In fact, *activity* seems to characterize its effect upon the school, all the way from the classroom to the principal's office.

Not less important in this respect seems the effect of the Evaluating Committee's experience upon the committee members themselves. I am thoroughly convinced that if every school head and supervisor were to serve on one or more of these Committees annually, more would be done to break down the professional jealousies and misunderstandings, particularly between public

and private schools, than could be accomplished in almost any other way. By isolation school systems tend to think more of their differences and less of their similarities. They tend also to emphasize and over-value their peculiar excellencies and accomplishments, not realizing how much others are doing. Having been the head of both public and private schools I have been not only amazed, but appalled, by the intolerance and misunderstanding which each group seems to develop respecting the other's aims. Whatever else are its achievements, the *Middle States Association* may consider itself very fortunate that the outcomes of the evaluative projects are bound to result in greater unity and, above all, in clearer emphasis upon the worth-while and larger aims in education.

You will note that the preceding paragraphs have been devoted to one phase only of my reactions to the Evaluating Criteria and to committee service. I feel that *motivation into activity* makes this survey different from similar experiments which have preceded it. In our own school as we have been working through the Criteria, we have observed a gratifying response on the part of some of the older teachers—a revitalization of their interest that we could hardly have expected. Most teachers, I feel sure, are frankly appalled by the reality of their small accomplishments by contrast with the ideal of their great possibilities. All this is as it should be, particularly in a time when no thinking person can feel otherwise than alarmed as he realizes how much responsibility rests upon our schools for the continuance of the "life, liberty, and happiness" under which we are fortunate to live.

*From a principal of a medium-sized public secondary school*

The Evaluative Criteria are a powerful stimulant to any school that will use them as they are intended to be used. The check lists give a comprehensive picture of the elements that go into the make-up of a good secondary school. To date no better instrument has been devised for the study and analysis of the whole program of secondary education in an individual school.

One of the strongest points in favor of the instrument grows out of the way it is intended to be used. The procedure calls for the active co-operation and participation of every member of a secondary-school staff in making a careful self-survey of the local program of secondary education projected against the educational needs of the community. The check lists and the evaluations of the Evaluative Criteria together with the directions for their use provide the vehicle by which such a self-survey can be made. No school can possibly use the Evaluative Criteria as they are intended to be used without being motivated and challenged to greater professional endeavor in attacking the problems involved in improving the program of secondary education.

The weaknesses of the Evaluative Criteria which are sometimes mentioned by teachers arise not so much from the Criteria themselves as from the unintelligent manner in which they are sometimes used. It is obvious that extensive use will reveal ways in which the Criteria can be refined and perhaps made somewhat more objective. In the meantime the important thing is to make suitable use of the instrument for the improvement of secondary education. Teachers have pointed out certain flagrant errors in the use of the Criteria which can be corrected by better professional leadership on the part of school administrators. For example, principals who do not have teachers participate adequately in the self-survey miss a rare opportunity for stimulating teacher growth. Equally short-sighted are those who fail to make available to teachers the findings and recommendations of the survey which might be used as a basis for further development of educational services. Evaluation for accreditation only, misses the mark. If teachers are to retain

faith in the efficacy of the Criteria, visiting committees must perform on a high professional level and must spend time enough to do a thorough and sound piece of work.

*From a principal of a private boarding school for boys*

It has now been five or six months since our secondary school was evaluated by a committee of the Secondary-School Commission. That statement is not quite accurate, for by common agreement we had two committees visit us at the same time. This for the purpose, of course, of determining how nearly they would agree in their respective evaluations.

I am quite convinced that we have done nothing in our institution for a long time, if ever, that prompted more thought and discussion and prodded us into as much activity as this evaluation. Much study and thought preceded the visit of these committees. That in itself was very worth while even if these committees had never come. Very few schools, I am sure, ever take time or thought to set down in writing what are their general and specific aims, to say nothing of putting into writing or into print their philosophy. In fact very few teachers take the time to sketch an objective portrait of themselves until required to do so by such a questionnaire as the M Blank. This self-study and self-appraisal were worth a very great deal to us.

The activity that was engaged in naturally followed the report of the joint committees. It's a foolish school, indeed, that will sit back and present alibis and try to rationalize and justify weak situations portrayed by the thermometers and the summarized report. We in our institution are sending committees of our staff to various schools that are exceptionally strong where the thermometers showed us to be particularly weak. We have every reason to believe that if the evaluating committees were to come back five years from now, they would find that we have made an honest effort to strengthen our weaknesses and to maintain our standards in areas where we are strong.

In general I would say that our staff reacted very favorably to the visits made here and to the oral and written reports submitted. Our work was not interfered with, our faculty enjoyed the time spent with these thirty men and women from other institutions, our students were stimulated, our institution will be better for the whole experience.

*From a superintendent of schools in a large city*

Use of the Evaluative Criteria has had very wholesome outcomes in the two schools to which they have been applied in this city, and I am sure they will have when they are applied to the other six. The most valuable part of the procedure has been the school self-appraisal. This has been most stimulating. The report of the committee has in both cases been carefully analyzed by the schools concerned and attention has been focused on those features most needing correction. It is decidedly helpful to have a measuring instrument so broad in scope and so well tested by use in many representative schools.

The work of the visiting committee I believe could have been improved if the members had had more experience in applying the scale. Of course, I recognize that such experience is not yet nearly so available as it will be when the Criteria have been in use longer. At the same time, it should even now be possible to bring some experience beyond that of the chairman to such a committee. The added expense to the system would be amply justified.

It would also be valuable if more time could be spent on the grounds and if the report of the chairman might be discussed with the whole committee before it is made final. There is some feeling here that more evidence should

be sought through the records of employers and colleges so that reports on the outcomes of school programs might be better buttressed.

*From a director of educational research in a large city system*

It is our belief that the Evaluative Criteria provide their greatest contribution in the following ways:

1. The self-evaluation carried on in each school prior to the evaluation of the visiting committee is a direct stimulus to improvement. One school is using the Evaluative Criteria as a guide to direct improvement of instruction over a period of two years prior to evaluation by a visiting committee. The challenge to compare what the school is doing with what it aims to do is a type of realism that results in changes in practice that stimulate growth.

2. The experience afforded principals, department heads, and other leader groups in acting as members of visiting committees in other schools directs attention to methods of solving current school problems in ways they have not tried. The visits also contribute to the personal security of the members of the visiting committees in that they realize more fully the widespread nature of some of the problems of their own schools.

3. Frequently the visiting committee is able to confirm the school's judgment with regard to improvements that can be made and to suggest methods of attack that have not been exploited fully in the school. The present emphasis on guidance in the secondary schools of this city is partly the result of evaluations made in individual schools.

The most serious disadvantages we find in the use of the Evaluative Criteria is the tendency on the part of some teachers and other members of the staff to feel and act defensively toward evaluation. Probably this difficulty could be overcome if more time were taken to acquaint teachers with and give them experience in the use of the Evaluative Criteria. One school is



Through the art department alone, a wide variety of interests are encouraged and satisfied.

taking a two-year period to acquaint teachers with the Evaluative Criteria. This school is developing its own criteria determined by its own specific objectives. In schools that have been evaluated and have personnel who have participated as members of visiting committees, this defensive attitude hardly exists. Full appreciation of the co-operative nature of an evaluation is best understood through practice.

*From a headmistress of a private day school for girls*

*The Co-operative Study of Secondary-School Standards* invites a school to examine itself in a systematic way, based upon a comprehensive set of Criteria. This is perhaps its outstanding value. A school which makes a clear statement of its own philosophy, examines its plant from roof to cellar, questions its curriculum as well as its business management, and asks each member of the staff to scrutinize herself and evaluate her own accomplishments is likely to lose any undue conceit and perhaps be on the way to progress. If, in addition to the work on their own school, the faculty and heads are also given the opportunity to serve on committees which visit other schools they see more clearly the bearing and value of the whole study. This is true partly because the ideas in the Evaluative Criteria are complex and subtle and in spite of carefully prepared explanations, the meaning and importance of the questions to be considered are not always clearly understood.

Unfortunately, it is upon self-evaluation that a visiting committee must largely depend for evidence. Lack of time makes this inevitable, just as it makes the appraisal of a teacher's capacity in two fifteen-minute visits questionable. Teachers are nervous, children are frozen, the atmosphere of the classroom is too unnatural for the visitor to form a sound judgment. The verdict given often seemed cursory to me in my capacity both as visitor and visited. Would it be possible either to enlarge the visiting committee or lengthen the time given to the visit? By either means, more time would be allowed for talks with teachers, for a fuller examination of the material offered in each course, and for more careful consideration of the pamphlets.

Somewhat the same criticism applies in my opinion to the oral report given at the close of the committee's visit in the evening. Weariness has possession of everyone concerned in the study, and the head of the school is nervously anxious. Could the chairman talk with a few representatives of the school the following morning, the understanding of the report, and therefore its value, would be greatly increased.

Much of the success of the study depends upon the personnel of the visiting committee and more especially upon the chairman whose organizing skill and open-minded tolerance make the work involved stimulating and the verdict rendered dependable. Under any circumstances, to a growing school it is very advantageous to be able to call upon a disinterested group of experienced people for criticism, advice, and suggestions of better procedures.

*From a teacher of a medium-sized public secondary school*

The use of the Evaluative Criteria in the schools provides an excellent opportunity for school administrators to receive an unbiased co-operative criticism of the workings of their school system. From personal experience I have found that the criticism leveled at the individual school system has been of a constructive nature, with the guiding principle in mind of offering suggestions for improvement. In most cases the weaknesses revealed were those of which the administrator was completely unaware because of his necessitated attention to mass school problems, thus the individual problem had evaded him. The comprehensive nature of the Evaluative Criteria makes it possible for an impartial committee to bring to the attention of the administrator individual weaknesses of which he has been completely ignorant.



*From a teacher in a small private co-educational school*

My most intensive work with the Evaluative Criteria was as chairman of one of the faculty committees, on the section entitled "Outcomes." It seemed to me that before this experience I had never given sufficient thought as to where the educative process was leading or should lead our students. Previously we members of the faculty had read books, had done some thinking, and had attended college classes about an educational philosophy, but now it seemed that we were confronted with reality. Some of the outcomes we could measure objectively; others were in the nature of subjective evaluations. Of the two types, the latter proved the more interesting. While at first, perhaps, our task seemed to be merely a checking of lists, we soon realized the significance of what we were doing, our meetings lasted longer, the discussions became most vital, and we forgot the symbols which we had to fill in. We were thinking through our school's philosophy and our own educational philosophies in a truly practical manner.

*From a headmaster of a co-educational boarding school*

First, the process of having the faculty go through a self-evaluation is an outstanding strength of the procedure. A faculty appreciates the opportunity to participate actively, constructively, and critically in an analysis of its work. The Criteria are so searching that the faculty feels not a stone is left unturned. Second, when the visiting committee arrives at the school it finds assembled for its immediate use an excellent body of material which directs its activities in such a pointed manner that the committee's only regret is that it does not have more time. Third, the report rendered by the committee and its follow-up stimulates professional growth on the part of the faculty, the administration, and those educators who participate in the evaluative experience. Finally, the spirit of the entire venture is thoroughly in accord with democratic principles and is an excellent exemplification of such principles applied to the development of standards for secondary schools.

The main weakness as revealed by my experiences with the Evaluative Criteria may be summarized in three statements. First, some of the members of the visiting committee have expressed the wish for more time to check all items thoroughly. Second, two or three teachers in schools which have been evaluated have said to me, "I wish it were possible to receive personal constructive criticism from the visiting committee." I have met some teachers who felt let down by not having had an opportunity to discuss after the classroom observation with the visiting committee members problems involving the organization of their own work and classroom technique. I have explained that to carry this out would be difficult and also that it would give rise to controversy. Finally, two or three periods spent in a classroom in the course of a two-day visit are scarcely enough to enable visiting committee members to follow through with a given teacher a complete cycle of instruction. This applies particularly to a project or unit type of subject matter organization.

*From a headmaster of a small private day school*

The use of the Evaluative Criteria in evaluating the educational programs of secondary schools has certainly been a real stimulus to the work of the schools in which the Criteria have been applied. The fact that these Criteria set up qualitative, not quantitative, standards is one of the points of greatest strength. By focusing attention on the improvement of instruction along the lines of the stated objectives of the individual school, they prompt teachers to examine not only what they are teaching but why they are teaching it.

Only a few schools seem to have succumbed to the temptation to be over-optimistic in their self-appraisal. Perhaps the use of the *Educational Temperatures*, with their implied comparisons, is responsible for this tendency on the part of a very few to rate themselves too highly. The use of visiting committees to corroborate the results of each self-evaluation tends to offset this danger and certainly provides a *terminus ad quem* for the program. As long as teachers realize that the *Educational Temperatures* are not the be-all and end-all of the evaluation the results are excellent. Increasingly, staffs of schools are coming to realize that the self-evaluation is part of a continuous process of improvements, based on the idea that no school is so good that it cannot make itself better.

*From a principal of a small public secondary school*

We are a small school attempting to do all the school activities found in much larger schools.

The experience we had with the *Evaluative Criteria* was exceedingly good and we recommend that every school should be evaluated, and then periodically checked to see if the weaknesses found are being eliminated.

The greatest value we received was from the preliminary meetings. At these meetings a philosophy was decided upon, evaluations made of the various departments of the school and the self-evaluation of each teacher. For the first time many teachers received their first glimpse of the entire school program. They saw the school as it stood revealed to them outside the narrow limits of their subject or department. It was this preliminary work which helped us as a faculty.

The contacts with the Evaluating Committee were extremely helpful in that they enabled teachers and pupils to discuss their problems with school men of other localities.

Finally, the results of the survey brought home to us the weak spots in our program. It was a challenge to us, and we are answering it by changing our attitude and program that this school may give the boy and girl of today that which will make them citizens of the future and keep this America we love.

*From a principal of a medium-sized public secondary school*

"The greatest value of the survey to us has been the work done in getting ready for the evaluation" is the comment most frequently heard by members of a visiting committee. Remarks such as the above reveal the outstanding contribution of the *Evaluative Criteria*, namely: It provides the motivation, the techniques, and the standards for a complete and objective self-evaluation of the whole educational program of a given school. Equally valuable, although not as broad in scope, are some of the other contributions of the *Evaluative Criteria*. These strengths may be listed in parts as follows: (1) The evaluation forces a school to make a definite statement of educational philosophy; (2) It provides tangible evidence of the relative strengths and weaknesses of the various departments within the educational program; (3) It reveals unsuspected educational resources and indicates other available resources which have been neglected or entirely overlooked; (4) It provides an experience which enriches both the members of the visiting committee and the faculty of the school visited; and (5) It provides a practical media for the exchange of methodology within the profession.

The first weakness of the *Criteria*, indeed possibly the only real weakness, is the attempt to evaluate a school in terms of its philosophy. Almost without exception a school sets up a very liberal philosophy, no matter how conservative or even reactionary its actual practices may be. Disregarding the fact that it is desirable that theory be somewhat in advance of actual

practice, almost every visiting committee has had to discount the philosophy of the school as presented in writing and attempt to measure the school in terms of the actual philosophy as indicated through the practices of its teachers. Any other policy would have invalidated the whole evaluation. Another obvious weakness of the Criteria is that it is difficult to use the results as a measuring device unless the evaluation is made by the same, or a similar committee.

In summarizing we might say that the Evaluative Criteria is not *the* measuring device that it was hoped it would be, but that it is the most outstanding administrative and supervisory device for the improvement of the whole educational program of a school that has come along in a generation, indeed possibly in many generations.

Experiences in a number of surveys give point to the opinions expressed here. The survey of a medium-sized secondary school located near Washington, D. C. revealed that never in the long and illustrious history of that school had any group, *under the auspices of the school* visited or in any way made use of the unlimited resources of the Nation's Capitol, located at its very doors. It was further revealed that only honor students were permitted in the school library. This school, already doing outstanding work in many respects, found in the Criteria a device which enabled it to round out and provide a complete program for its students.

In another large urban high school the survey revealed that whole rows of library books had literally grown to the shelves. They could only be removed by leaving part of the binding on the shelves.



Here one school provides actual experience for individual differences among pupils in the art classroom. A carefully planned program reveals a multiplicity of factors that influence adolescents and at the same time affords a real opportunity for the school to secure the greatest possible amount of participation in "the business of the school in a democracy."

In another medium-sized school members of the visiting committee expressed amazement that lockers, toilet walls, etc., were practically unmarred, despite the fact that no painting or refinishing had been done since the building had been opened seven years previously, and despite the fact that there were no monitors or teachers on duty in corridors, cafeteria, or playgrounds. One member of the committee stated, rather shamefacedly, at the final meeting, that he had watched one boy's room for three periods to be sure there was no teacher or monitor hidden there. This school was a revelation to many members of that particular committee in regard to student participation in school planning and management. This school had not dropped a pupil in two years.

Another school of similar size, only a few miles from the school just mentioned, stated in its philosophy, and proved, by its practices, to be a highly selective institution, interested only in the welfare of society and caring nothing for the individual. This school refused to accept all of the elementary school graduates in its own district, limiting its enrollment to the elementary graduates showing evidence of ability to do academic work. In this school students had no voice in the management or control of the educational program offered them. Here again the Evaluative Criteria proved its worth by providing standards against which each of the above mentioned schools might measure its program, despite the wide variation in philosophies.

*From a principal of a large diocesan secondary school*

From the viewpoint of a private school with a religious philosophy of education the new Evaluative Criteria offer several distinct advantages over the older more rigid standards. Foremost among these is the opportunity to express its own philosophy and to be judged in the light of that philosophy. Every school might rightfully be expected to provide for certain basic needs of its pupils and in this country to engender in its pupils a respect for our national political ideals, provided there be no conflict with these purposes and other outcomes to be achieved in the pupils. The visiting committee, using the Evaluative Criteria, recognizes this right and judges the school, according to the measure of its fulfillment, its own expressed purposes, and outcomes. Knowing this, private authorities welcome the visiting committee.

The fact that there are no check list items or evaluations in the Criteria covering the religious, social, or political attitudes, might be considered a defect. Provision is made for expressing these under "Comments," and for writing in additional check list items, but experience has shown that schools seldom do this adequately. The result is that a committee is sometimes confronted with a situation in which there seems to be discrepancy between the expressed philosophy of a school and actual practice. There is another danger inherent in the procedure of evaluating a school. It lies in the tendency of committee members to judge according to their own philosophy. This can be overcome by the chairman constantly bringing before the committee the philosophy and objectives of the school, especially when the reports on the area blanks are being made.

Other advantages to the private school in the use of the new Criteria are: the recognition of the right of the school to determine its own student body, and consequently, its school community; the right to select its own curriculum; and to define its own standards of achievement. The visiting committee will judge these according to the basic needs and ideals mentioned above and in the light of the school's own professed policies. Never before have private schools received such sympathetic consideration from accrediting agencies.

## The Co-operative Study in Action

GEORGE E. CARROTHERS

*Chairman, General Committee, University of Michigan, Ann Arbor*

WHEN ONE CONSIDERS the number of educational surveys and studies made during the course of the last decade or two and the seeming small amount of attention given the published reports or the insignificant school improvement which has resulted, it is indeed gratifying to note the way the Evaluative Criteria and the Manual of the *Co-operative Study of Secondary-School Standards* are already being used. So often after reading an inspiring report one says: Well, what can we do about it? Not so with the Evaluative Criteria. They are even now being used extensively throughout the country.

Inquiries from the headquarters office, Washington, D. C., brought prompt, widespread, and enthusiastic responses from members of the profession who have had experience with the materials. Some of these will be referred to later; the first thing we desire to present here is the way these materials have been used in one state, Wisconsin. When it was learned that Wisconsin had made such extensive use of the *Co-operative Study* and that letters from a considerable number of schoolmen had been received concerning experiences with evaluations, request was made and permission was granted to use some of the statements.

On March 19, 1941 Superintendent John Callahan of Wisconsin sent the following letter to approximately sixty schoolmen in his state who had had first-hand experience with the Evaluative Criteria:

"During the current year a considerable amount of the time usually devoted to high-school visitation has been used in evaluating secondary schools through the use of the materials developed by the *Co-operative Study of Secondary-School Standards*. We have some question in our minds regarding the justification for diverting this time, effort, and expense money from other channels to this particular type of activity.

"To aid us in arriving at a wise decision in this matter, I am soliciting the advice of those schoolmen in Wisconsin who are in the best position to give us guidance. Since you either have had your school evaluated or you have served as a member of an evaluating committee, or both, a frank statement of your opinion of the value of this type of activity as an integral part of our state plan for the supervision of secondary schools will be appreciated.

Very truly yours,  
(Signed) John Callahan  
State Superintendent."

### QUOTATIONS FROM RESPONSES

Immediate response was received from all of the men. The following quotations are taken from some of the letters:

1. "I believe that the evaluation of a school through the use of the materials developed by the *Co-operative Study of Secondary-School Standards* is an exceedingly valuable exercise for any school faculty to perform. The fact that these 'standards' now take into consideration the needs of the community and the way in which the school is meeting those needs is alone ample justification for the use of materials."—*M. G. Batho, Principal, West Bend High School.*
2. "The materials developed by the *Co-operative Study of Secondary-School Standards* are so comprehensive and yet so flexible that I think they might well be used by all schools within the state."—*J. Paul Gnagey, Principal, New Glarus High School.*
3. "I feel very definitely that the procedure followed by a school faculty preparing for such an evaluation, is an excellent method of providing in-service-training for a high-school faculty. I believe that we will improve our school more as a result of the work of the faculty in preparing for the evaluation than by any other project that I know of."—*P. A. Tip'ler, Superintendent of Schools, Antigo.*
4. "The materials are modern and so thorough they involve the complete educational program, and by checking through the items, factors otherwise overlooked will be brought to the attention of the school authorities."—*Laurin P. Gordon, Principal, Johnson Creek High School.*
5. "I have taken part in six of these evaluations and consider them among the finest professional experiences I have had in Wisconsin. They offer me the best opportunity I can have to see high schools at work and to exchange judgments with members of the State Department and with state schoolmen. There isn't the slightest doubt in my mind that your supervisors could not possibly be better employed."—*M. H. Willing, Chairman, Department of Education, University of Wisconsin, Madison.*
6. "This type of activity brings about a most searching and detailed inquiry into the philosophy, objectives, and practices employed, to the end that all participating are challenged to justify the things they are doing in our schools in the name of education."—*R. G. Chamberlin, Principal, King High School.*
7. "As far as I am concerned, I feel that the time given to secondary-school evaluation by your Mr. Merritt is most efficiently used and certainly is highly justifiable. Mr. Merritt does an outstanding job as head of these co-operative studies and is to be congratulated upon the fine and efficient way in which he conducts the same."—*E. L. Giroultz, Superintendent of Schools, Marshfield.*
8. "My judgment is based on participation in a survey of at least sixty high schools ranging in size from thirty-one students to thirty-four hundred. It is my opinion that the survey of high schools by this method is very, very much worth while."—*J. E. Worthington, Principal, Waukesha Junior-Senior High School.*
9. "After our evaluation last March, I was so pleased with the manner in which the students and faculty had accepted this visitation that I wrote you a letter recommending extensive use of this method as a supervisory device. After the passing of a year, I am still more enthusiastic. This last January (1941) the schools of the Little Ten Conference and the high schools of Dodge County had a meeting at which time the Evaluative Criteria was

discussed. Out of this discussion grew a series of monthly meetings which have as their basis of discussion the Evaluative Criteria."—*H. C. Ahrensbrak, Principal, Beaver Dam High School.*

10. "We have had our school evaluated and I have also served as a member of an evaluation committee, I can say most frankly that there was never anything done of so large a benefit for this school as an evaluation by a competent committee. To serve on an evaluation committee for even so short a time as two or three days I consider as valuable to the members of the committee as six weeks in a summer school."—*George J. Balzer, Principal, Washington High School.*

11. "The opportunity for teacher growth, for developing democracy in the administrative and supervisory program, the necessity for evaluating everything that goes on in your school system before the committee visits the school, should be a stimulant for school improvement which cannot be obtained in any other manner."—*T. H. Boebel, Superintendent of Schools, Medford.*

Complete reports from other states are not available, nor is it known that other regions have been able to match this unusually fine Wisconsin record. General reports, however, are available from approximately one-half of the states. In the following pages some indication is given as to the extensive way in which the Evaluative Criteria and other materials have been used by the regional associations during the first two years since publication.

#### EXTENT OF THE EVALUATION PROGRAM

Reports received from approximately one-half of the states during the summer of 1941 show that at least two hundred secondary schools were evaluated during 1939-40 and another two hundred fifty or more schools during 1940-41. In addition to these four hundred fifty schools reported there were probably another one hundred and fifty to two hundred evaluated and not reported directly to the central office. Total estimates run even as high as eight hundred to one thousand secondary schools studied intensively these past two years by means of materials prepared by the *Co-operative Study*. The Committee has no way of knowing the exact number which has thus been evaluated.

In addition to these schools, reports have been received that a considerable number of schools were evaluated by committees which were not under the immediate direction of either the university or the state department. Visiting committees were provided and all of the procedures carried out under the initiative and direction of other men who had had contact with the study and who had become so interested that they wanted experience using the materials. To this group should be added at least another three hundred to three hundred fifty schools whose staffs of teachers secured the materials and made use of them for a self-evaluation without the benefit of a visiting committee. These schools felt that a study of the school by the local teachers and administrator would be of considerable value even though securing an outside judgment was impossible. Reports received from the twenty-three states show also that



in more than four hundred secondary schools these materials were of use to teaching staffs for the purpose of self-study even without the thought of an evaluation. Hundreds of other schools and thousands of teachers used parts of the evaluative materials for the study of special areas of the secondary-school program or the particular departments in which teachers were teaching. For example, the 1940 edition of the M-Blank, a twelve-page pamphlet for securing data on individual staff members, has been sold to numerous schools and to individual teachers to the extent of more than 110,000 copies, many of these in schools not at present contemplating evaluations.

When the reports from all of the schools are combined the clear indication is that at least eighteen hundred to two thousand schools made some use of the Evaluative Criteria and other materials of the study during the years 1939-40 and 1940-41. If one were to take the smaller figure and count fifteen teachers to a school, one would find that at least 20,000 to 25,000 teachers became acquainted with the materials during these two years and that a very large proportion of them had a direct part in their use in studying the total program of a secondary school. Probably no other study of secondary education with the exception of the DISCUSSION GROUP PROJECT of the *National Association of Secondary-School Principals* ever became so well known or so extensively used in so short a time by so many teachers, laymen, and administrators.

The widespread interest has resulted in part from the decidedly usable materials produced and in part from the direct relationship existing between the regional accrediting associations and their member schools. This open avenue of approach has made it possible not only for the secondary commissions to call attention to the materials but also to furnish trained help for a better understanding and immediate use. The interest, acquaintance with, and use have literally spread out in ever-widening circles. Assuming twenty-five pupils per teacher in schools using the materials one comes to the conclusion that more than a half million pupils are having opportunity to benefit from the improved school conditions resulting from evaluations made during these two years. In addition to these there should be added the two hundred original schools studied and several hundred other secondary schools which used the tentative materials in the 1938 and other editions. Possibly a total of twenty-five hundred schools, forty thousand teachers and one million pupils have had some contact with the *Co-operative Study* since its first use in 1936-37.

#### USE OF DIFFERENT SCALES

It was the feeling of the writer almost from the beginning of the study that as chairman of the Committee he should do everything possible to see that a short measuring rod was provided—something, of course, more extensive than the brief rigid standards formerly used by most of the regional accrediting agencies, yet not as elaborate as the Evaluative Criteria which we were seemingly producing. It is now time for a reversal



of opinion. The check list of two thousand items included in the first Criteria was later reduced to about thirteen hundred items, but even that number seemed to the chairman of the Committee and to some other members entirely too extensive. As a result, the Committee provided three forms; the long form, or *Alpha*, the middle form, *Beta*, and the short form, *Gamma*, so that schools might have their choice as to length of measuring stick to be used. Now after two years of extensive experience with the Evaluative Criteria it is learned that schools are using only the *Alpha*, or the long form. In two states some attempt was made to use the shorter forms. However, the results obtained from using the complete instrument are so much more comprehensive and satisfactory that no school is now interested in the abbreviated forms. Some school evaluators indicate, however, that the items should be reduced in number.

#### PURPOSES OF EVALUATIONS

One of the inquiries made by the study headquarters during the past summer concerned the purposes back of the evaluation of a secondary school as seen by those who have carried on the evaluations. Some of the expressed purposes are given in the following paragraphs.



A good shower always follows activities of a strenuous nature in the well-regulated health program of any school.

*Stimulation of Schools*

Reports from the different states mention at least three purposes which seem of considerable significance. Of these, "stimulation of teachers to the doing of better work is given by more than half of the schools as the most important. Those who have carried on the evaluations believe that the in-service training of teachers, the helping of teachers to know what it takes to make a good school and the further knowledge of the way a good school may develop into a better school, comprise the prime purpose of the evaluation. In some instances this is called a self-analysis of the local school situation, and in others it is characterized as stimulation or in-service training of teachers. But whatever the name, this same idea seems to run throughout all reports from schools already evaluated.

*Supervisory Objective*

A considerable number of committee members and state chairmen mention that the use of the Criteria in the evaluation of a school results in a definitely improved program of planning and instruction, the very objectives which supervisory activities are always hoping to secure. These materials are bringing to supervisors and directors of instruction a carefully prepared, usable instrument such as they could not have devised in many months or even years. The Criteria cover in considerable detail every phase of the modern secondary school, both public and non-public, large and small, urban and rural. As one Wisconsin man wrote: "There isn't the slightest doubt in my mind that your supervisors could not possibly be better employed."

*Accreditation of Schools*

A third purpose frequently mentioned is that of accreditation. This, of course, is the one purpose for which the Committee was originally organized. It had been felt for several years that the old standards were too narrow and fixed to serve as a satisfactory measure of a good school or that they could not be used satisfactorily to differentiate between good and poor schools. In at least three of the regional associations a definite feeling had become rather widespread that a better measuring instrument should be developed—hence the organizing of the Committee on the *Co-operative Study of Secondary-School Standards*. As the work of the Committee continued, it became increasingly clearer that something far better and more useful than merely a measuring rod for accreditation should be produced. It was felt that there was a great need for help and stimulation within the school, and it is now apparent that this is being accomplished. The study, however, did not entirely forget its original purpose. It is evident that already extensive use is being made of the *Criteria* for accreditation purposes even though it is third in the list of purposes mentioned.

As one means of introducing the use of the *Criteria*, somewhat more than half of the states require all schools making application for membership in the regional accrediting association, that is, new schools, to have

an evaluation. In other states the new schools are *strongly urged* to have evaluations. With schools which are already members, the chief tendency seems to be to evaluate a certain number each year. As more men become familiar with the materials and have experience in the work, larger numbers will be evaluated. It is expected that within the first five to seven years all schools now members of these associations will have been evaluated. Every state chairman, with one exception, reports that more secondary schools are asking for evaluations than can be accommodated. In no region are evaluations limited to member schools or to schools applying for membership.

#### OUTCOMES AND VALUES

Apparently one of the greatest values accruing to schools which make use of the *Co-operative Study* materials is that of the development of a philosophy of education. It was learned during the period of tryout with the original two hundred schools studied that only a small fraction of secondary-school staffs develop and state the philosophy of their particular school. For the most part administrators seem to offer the usual or traditional program without specific inquiry as to the particular purposes and objectives of the school. If the use of the *Co-operative Study* materials accomplishes nothing else than that of getting teaching staffs to think through, to develop and to write down at least a tentative statement of their philosophy, a great deal will have been accomplished.

Chairmen and secondary-school administrators, almost without exception, have spoken in enthusiastic terms of the value to the school and particularly to the staff of the use of the Evaluative Criteria. Such expressions as the following (summarized) are found in all reports received:

Improvement in service of teachers, supervisors, principals, superintendents, board members, and even custodians were cited. Evaluation resulted in a better organization of the activities program, the guidance procedures, the library, the teaching staff, and the like. A better understanding of local educational problems and better solutions of these were achieved. The most important values arise from the systematic examination of all phases of the school by a group of interested and capable school men. The thorough study of a school by its own faculty makes for a completely different and a most wholesome attitude toward supervisory help from outside the school. A development of community interest and a greater interest in the school on the part of the teachers, together with a consciousness of higher standards is always a benefit to any school. The Evaluative Criteria provide a means for a continuous self-examination and self-improvement. The participation in these evaluations by schoolmen who have positions of their own is probably the most valuable thing about the *Co-operative Study*. Each man is constantly thinking of his own position and possible ways of improving his school. Increased appreciation on the part of teachers of the problems of the supervisor or school administrator is another of the outcomes of an evaluation.

#### THE PLAN OF VISITATION

Possibly this is the place for one further word concerning the plan set up by the Committee for the evaluation of a school. In contrast to the

plan devised by the Commission on Institutions of Higher Education of the *North Central Association*, whereby a small number of paid investigators examine a college, it was decided that the examinations and evaluations should be done by local teaching staffs and outside groups of experienced men who are themselves working in and concerned with secondary education. The evaluation of a school starts months ahead of the arrival of the outside committee. The various materials are purchased by the school, staff meetings are held to consider problems of a general nature, committees of local teachers are appointed to study and be responsible for different areas, studies are carried on during the following months by the local faculty, meetings of committees and of the entire staff are held from time to time to consider findings and possible improvements, then as a culmination of the local school study, and prior to the arrival of the outside evaluating committee, a summary report is prepared. The teachers themselves have studied intensively their own school while actively engaged in teaching, making use of the detailed lists of suggestions in the several areas of the Criteria. In the words of many teachers, it is difficult to think of a better means of self-education than that devised by and provided for in the Evaluative Criteria of the *Co-operative Study of Secondary-School Standards*.

When the outside committee arrives the teachers are not only intimately acquainted with the measuring instrument to be used on the school, they are also aware of most of the strengths and weaknesses of their own school. They are much better prepared to discuss intelligently with the committee the possible ways of improving the school and they are more sympathetic toward the study than is the case when a paid examining committee does all the work. As a means of in-service training of teachers the *Co-operative Study* has produced an excellent instrument whether a school desires to become a member of an accrediting association or not. This is one of the most important contributions the regional associations have made to secondary education. It is not as easy to measure the teacher growth and actual improvement as it is to measure the school plant, the number of books in the library, the semester hours earned in college by teachers, and other objective data, yet it is a satisfaction to an administrator just to *feel* the growth taking place.

#### IMPROVING ON RECOMMENDED PROCEDURES

While in a considerable number of the reports received, definite statement is made that no way has as yet been discovered for improvement on the procedures outlined in the Manual, there are a few suggestions worthy of attention. One of the first and most frequent suggestions is that of having college courses in the use of the Criteria. This has been done in a considerable number of colleges and universities, especially in summer schools. Members of the classes taking the course frequently participate in an evaluation in addition to a study of the materials. In at least one instance the members of a class became the evaluative committee

and prepared the summary report as the term report in the course. Another suggestion, coming from the chairman of one state committee, is that he believes it will have a salutary effect to have in the preliminary meeting the superintendent of schools, members of the board of education and representative citizens for the discussion of the philosophy and objectives of secondary education and for the consideration of the local school and community problems.

#### THE OUTSIDE COMMITTEE

##### *Selection of the Committee*

It is quite apparent that no one way has appealed to secondary schools for the selection of the evaluating committee. The plan most frequently employed, in fact used in at least half of the schools, is that of co-operation between the state chairman and the head of the school to be evaluated. The school sends to the state chairman a list of names of educators who might be included, with the suggestion that the state chairman add others as he thinks best and then from that list select the committee. In some instances the order is reversed, the state chairman sends a list to the school together with the suggestion that the principal be responsible for naming the members of the committee to be invited by the state chairman. In each instance the school either suggests names or reserves the right of veto on any names suggested.

The chairman in either case is usually assisted by members of the state department of education and by members of the department of secondary education of the state university. In few instances does it seem that the state chairman alone is responsible for the selection of the committee.

In a considerable number of schools the head of the school has been asked or permitted to choose the outside committee. A list of prospective members is usually made up locally and sent to the state chairman for the veto of any names of men whom he might consider not entirely satisfactory for that particular evaluation, and for the including of the names of other men who might be qualified and available. The total list is then returned to the head of the school being evaluated and he in turn appoints the committee and invites the different men to come to his school on the dates set. It is not known at the moment whether this works out satisfactorily. There is grave doubt in the mind of the writer however, that a committee selected in this manner would feel entirely free in rendering a completely factual report, especially if rather unsatisfactory conditions were discovered in the school. Some state chairmen feel strongly that it would be a mistake to have the outside committee selected by the administrator of the school to be evaluated.

##### *Composition of the Committee*

The composition of committees seems to vary but little within a given state or area or throughout the United States. The evaluating committee is usually in charge of the state chairman or his assistant or some-

one else chosen for the particular task in hand. The other members are secondary-school principals, usually two or three; city superintendents, one or two; a college professor, or the dean of the school of education in the vicinity; representatives of the state university and state department of education, one of whom is usually chairman of the committee; several teachers; and an occasional junior high-school principal or county commissioner. One man says he has not been very successful as yet in using college professors, while in other instances these men have been very satisfactory participants in evaluations.

It is quite apparent that state chairmen have been taking the lead in arranging for evaluations and the selection of committees, yet no one pattern of representatives has been followed. Apparently there is a definite attempt in every instance to secure a well-balanced committee. The idea seems to be, and this is as suggested by the *Co-operative Study Committee*, that well-trained, active men and women in the field of secondary education, whether in schools, colleges, state departments, universities, or other places, should be selected for work on these evaluating committees. The working out of this suggestion is indeed gratifying. It means that an ever-increasing number of educators are becoming acquainted with the study and are having enjoyable, profitable, and practical experience in carrying through the evaluations.

#### *Number on the Committee*

The committee usually consists of from eight to ten persons. In some instances schools have been evaluated by a committee of only two persons and in other instances the number has reached twenty-five to thirty. No one seems to feel, however, that a committee of fewer than six to eight can do a thoroughly satisfactory job, and the larger the school the more members needed for the evaluation. Some chairmen desire twelve to fifteen or even up to twenty members, but no one has found that more than twenty can be organized to work together effectively. The ideal number seems to be from ten to fifteen.

#### *Days and Work*

In at least one instance a committee was selected and so organized that a school was evaluated in one day—a day which seems to have been as greatly extended as the last day of the usual state legislature. This committee went to work early in the evening of the previous day and continued until after midnight. The day of the evaluation the different members worked from early morning until late afternoon, then spent most of the second night writing up the report. It is not known just how satisfactory the committee felt it had done its work, but it did do the job in the one day—that is, the schoolmen were absent from their own places of business only the one school day. The chairman had the “feeling that many of these committee members are not good for much for a day or two after returning to their jobs, but they seem to feel better about it if they are not away from home too long.” The same comment has been received

from many chairmen even in instances where several days were taken for the evaluation. The evaluating of a secondary school is a strenuous task.

The most frequent number of days reported for the evaluation of a school is three to five depending somewhat on the size of the school, the number on the committee, and the experience of the members in previous evaluations. Three days seem to be necessary for even a small school, and in only a few instances has it been considered necessary to take more than five days. A considerable portion of the examining can be accomplished in two days. In practically every instance a lengthy preliminary meeting is held on the evening previous to the beginning of the school evaluation. During the following two days a considerable portion of the detailed school study is made and on the third day reports are written up. When additional checking on items in the school needs to be made this can be taken care of while the reports are being prepared. The fourth day can then be used for the report to the school authorities. If time permits and if the school is quite large, a fifth day may be necessary. Or, if time is short, the report *can* be made the evening of the third day. Three long days and four extended evenings will serve in many instances as sufficient time to make the study and render the reports. Then, when this "vacation" trip is over, as with other vacation trips, the participants return to their homes to rest up and get ready to go back to their own work. But in no instance coming to the attention of the writer, has any member said he regretted the experience of participating in the school evaluation.



The health and physical education program of this school provides for a wide variety of pupils' interest and physical makeups. Here pupils participate in games of a less strenuous type.



*Training of Committees*

Preliminary meetings are nearly always held for the purpose of training new members of committees. This is necessary since every school is a new situation with new problems and since in most instances from one-fourth to three-fourths of the committee are new and inexperienced in that particular kind of school examination. The chairman, assistant chairman, the heads of the different examining divisions, and possibly others will be teachers or administrators experienced in evaluations. Many, and in some instances all, of the rest of the committee will be new.

Some schools of education have given courses in The Evaluation of Secondary Schools, using the *Co-operative Study* materials as the basis of instruction and have in this way greatly helped in the training of men and women for participation in school evaluation. Individual classes have even undertaken the evaluation of a particular school and have thus prepared several teachers, not only for individual committee work but also for the important position of chairman. Participation in the writing of reports is found to be a very effective way to train teachers, and anyone who loses out on this activity misses much of the value of the total experience. In some states, meetings have been regularly scheduled at the time of the state or regional teachers meeting for the acquainting of secondary-school teachers with the Evaluative Criteria and for the training of prospective leaders. In other instances rather elaborate mimeographed bulletins on the use of the Criteria and the Manual have been developed and distributed to committee members prior to the preliminary meeting. In at least one state a bound volume has been published explaining the plan for using the Evaluative Criteria.<sup>1</sup> It is clear that there has been a definite, widespread and conscientious effort to have everything and everybody ready for the special three to five days of work so that as complete and satisfactory an evaluation as possible may be accomplished.

*The Committee Report*

That the making of both oral and written reports has been taken seriously is shown by the care in preparation and the length of the reports rendered. There is always an oral report made to the school authorities and a written report handed in for future study. The length of the report, of course, is partially dependent on the size of the school and the members of the committee, but it is also dependent on the findings of the committee in their use of the check list items in the several areas and the evaluations agreed on. While some reports have been rather brief, and one at least has been unusually long (100 pages), the usual report contains from six to twenty pages of typed material. In almost all of the evaluations, the committee presents part of the report in graphic form, using the *Educational Temperatures* outlined in the Manual. Just why

<sup>1</sup>Eikenberry, D. H. and Byers, C. C., *The Ohio Plan of Using the Evaluative Criteria of the Co-operative Study of Secondary-School Standards*. Columbus, Ohio. F. I. Heer Printing Company, 6 South Fourth Street. 1941, 255 pp., paper \$.75, cloth \$1.00.



it has happened is not known but reports indicate that the western and northwestern states have preferred to leave to the local school the computing of the different exact scores and the preparation of charts. They seem to feel that schools will study their own reports with greater care if the computations are not made. When the computations are omitted and the charts are not prepared, the school does not spend time trying to compare local scores with reports from other schools. In a large majority of cases, however, the charts have been prepared and included.

The oral report is made to the administrator of the school and to selected members of the staff. Heads of departments and supervisors of special areas are usually included in this meeting. In many instances members of boards of education are invited and at times other leading citizens. In some evaluations the entire teaching staff is included in the final meeting. The desire seems definitely to be that of making the findings as widely known as possible with the idea that these reports together with the questions and discussion which follow are an integral part of the education of the staff and the laying of foundation for an improved school. All of which is decidedly encouraging.

#### *Expense*

The expense of evaluations is a problem yet to be solved in many localities. Some boards of education or trustees of schools take care of all local expenses while in other instances no expense money is provided. In a very large majority of instances members of the committees not only give generously of their time and talents but they also provide the transportation and other expenses. In a fair proportion of evaluations the regional association has taken care of the expense of the chairman if he has worked outside his own state, and more recently his expenses have been paid even within his own state. In some instances the chairman can charge his expenses to his local budget provided for by the state department of education or the university of which he is a part. In several cases special research or lecture funds have been tapped for a small amount, but on the whole the active participants in school evaluations have been the ones who have had to stand the expense. In addition, these men have frequently had to do considerable extra work on returning home since seldom is it possible to obtain substitutes to take their places while they are away.

#### SPECIAL PROBLEMS AND IMPROVEMENTS

##### *Securing Committees*

From the inception of the plan to have schools evaluated by active members of the profession it was anticipated that there would be difficulty experienced in obtaining a sufficient number of committee members to do an efficient job in every school. Thus far, however, this anticipated difficulty has seldom been met. This is partly due to the fact that only a small proportion of the total number of schools is being evaluated each year, and also to a larger degree to the widespread interest which has de-

veloped in the Criteria and to the desire of schoolmen to become better acquainted with their use. The response has indeed been gratifying to the General Committee and to the sponsoring regional association.

In some states there has begun to appear a slowing down of responses to invitations to participate in evaluations as larger and larger numbers of men have had active experience in one or more studies, and as schools receiving the benefit of the evaluation have seemed reluctant to meet the expense. So far practically all schools desiring evaluation have been provided for. In time, however, it is foreseen that some changes in procedure for securing committee members and for paying expenses will need to be worked out. This will be specially true if regional associations decide that all member schools shall be evaluated sometime during the first five to seven years from the publication of the Criteria.

### *Computations*

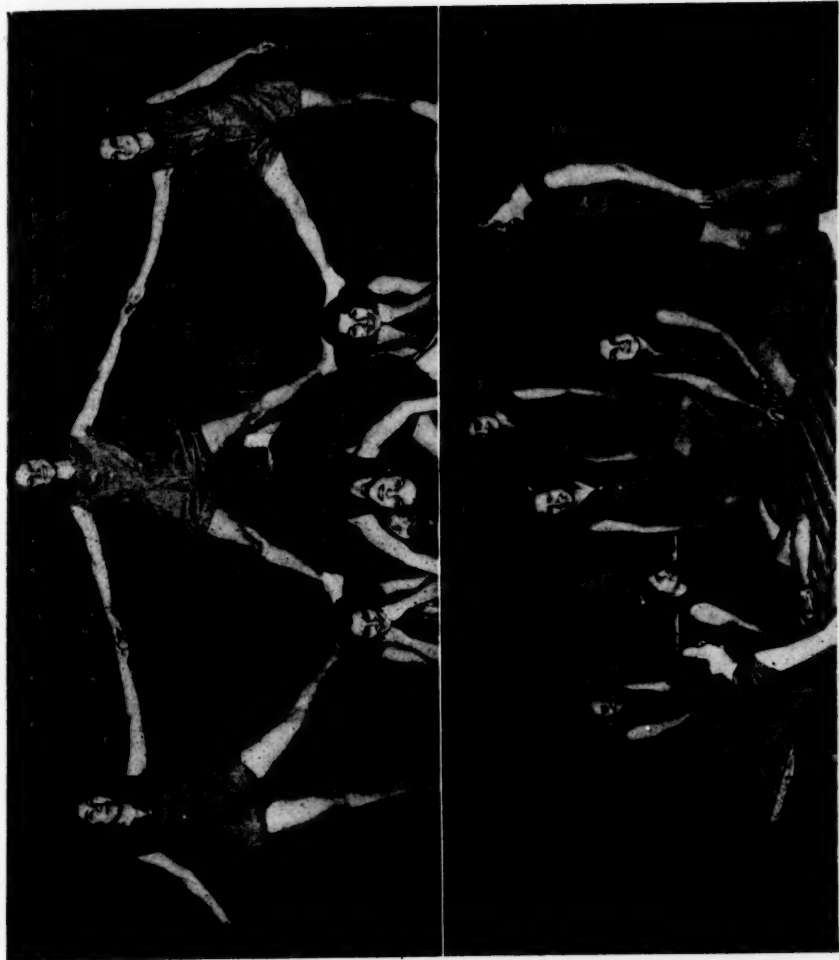
One of the very difficult problems for some committees is that of the computations and the preparation of the *Educational Temperature* charts. Some graduate schools and research bureaus have graduate students who can be trained to handle these since the computations are not very difficult once the procedure is fully understood. In other states there seems to be no person to handle this phase of the evaluation and no institution available to take over the job. This presents a real problem in some areas, yet it does not seem to be a widespread problem. Presumably in a reasonable length of time a sufficient number of trained men and women will be available to make all computations required.

### *Symbols*

One of the problems mentioned by a considerable number of schoolmen is that of the use of the +, -, and 0 characters. Also the use of "N" to which a number of men have taken exception. The use of these symbols was discussed at length in committee meetings before a decision was reached to use them. They seemed to be the best and most convenient available at the time, hence the authorization of their use. As yet no one has suggested better ones even though the limitations in the use of these has been recognized, but suggestions for improvements will be appreciated.

### USE OF THE CRITERIA

In reporting on those parts of the Evaluative Criteria which seem the least satisfactory the following statements were quite typical: "We have made no critical examination with a view to their improvement." "We have accepted them and used them and have been surprised and pleased with the effectiveness with which they can be applied to different school situations. In some instances, however, certain parts have been pointed out which are not as satisfactory in their use as the Criteria as a whole. The section on the *Philosophy and Objectives* and the one on *Outcomes of the Educational Program* seem to present difficulties." "Some of the items in philosophy insist that one be a so-called progressive to get



Activities of this type for girls receives close supervision in most schools.

the better rating, whereas I am very doubtful that some of the preferred ratings are good judgment." One state chairman says committee members balk at evaluating *Outcomes*. Members of some committees have discussed the possibility of starting a testing program, yet this seems to be quite infeasible. Certain parts of the M blanks are not considered entirely satisfactory, particularly the value accorded the work taken in the secondary school. A considerable number hope that the items to be checked may be reduced in number. On the whole, however, the check list items and evaluations appear to be surprisingly satisfactory. The difficulties referred to were not mentioned in a number of instances.

In reporting on those parts which seem to be most satisfactory every section is mentioned by some of the secondary-school men participating in evaluations, and most of these sections are mentioned many times. Several comments were to the effect that the materials are so well prepared and so effective in their use that they should be used for the time being without any changes. One man said he couldn't think at present of any way to improve on the Criteria but that he would try during the next year to discover something so he could make suggestions. In discussing the phases of the evaluation process which are least satisfactory attention was called to the computation of teacher preparation and improvement in service, other activities under teacher load and a few other individual phases of different sections. Again, on the whole, it appears that the process suggested is working out quite satisfactorily.

It is of interest to those who have spent several years developing the Manual and The Evaluative Criteria to note the numerous ways beyond the secondary-school area in which adaptations have been devised for special uses. One of the first and most extensive adaptations and uses was that employed by the committee on the study of Junior Colleges under the direction of Dr. Walter C. Eells who, as the Co-ordinator of the *Co-operative Study of Secondary-School Standards*, had rendered such effective service during most of the time the Criteria were being developed. Other adaptations have reached down into the junior high-school field and in some states and local areas even further down. One state superintendent says he is sure the committee will be interested in knowing that secondary-school men in his state have been so enthusiastic about the values received from the use of the Evaluative Criteria that a very concerted movement is under way to have such Criteria developed for use in the elementary schools. A letter and bulletin sent recently to state chairmen from the Federal Security Agency, United States Office of Education, Vocational Division, Washington, D. C., on *Evaluative Criteria for Vocational Education in Agriculture* show quite clearly the extent to which still another area has found the Criteria useful. Considered broadly the results already secured seem fully to justify the expenditure of funds and the five or six years of work on the part of the committee on the *Co-operative Study of Secondary-School Standards* of the regional associations.

## School Experiences in the Use of the Evaluative Criteria

E. D. GRIZZELL

*Chairman, Executive Committee, Co-operative Study of Secondary-School Standards and Professor of Education, School of Education, University of Pennsylvania, Philadelphia*

THE DISTRIBUTION OFFICE in the American Council on Education includes with each sale a return postcard providing information as to the use to be made of the materials purchased and the approximate date when the activity will be completed. A chronological card file is arranged of all cards indicating that all materials are to be used for a full evaluation. As each school completes its scheduled evaluation, a four-page questionnaire is mailed with the request that it be returned as soon as it is possible to answer all items. The data for this article are drawn from the reports of three hundred forty-four schools located in all forty-eight states and the District of Columbia, with the exception of Florida, Nevada, Maine, and Vermont, that had made returns before September 1, 1941. In view of the source of the data, special uses of the Evaluative Criteria cannot here be considered. Such uses, as reported incidentally, include studies of guidance service in large city and county systems and state-wide studies of library or guidance service.

### PURPOSE, SCOPE, AND AUSPICES

A great variety of purposes are indicated by the schools reporting. The major purposes in order of frequency are accreditation, school improvement, diagnosis, and stimulation of staff, pupils, and board of education. In most instances in which accreditation is indicated one or more additional purposes are also included. Perhaps it would be fair to say that a dual purpose of *accreditation—diagnosis and improvement*—appears to be a general tendency.

The scope of the evaluation is indicated by the general use of the Evaluative Criteria in full by all but one report. (This was a report from a county system concerned with a long range evaluation of guidance service.) A small number of schools reported the use of supplementary studies of pupil judgment and parent judgment; and an occasional school reported a college or non-college study. About one-fourth of the schools would include one or more of these supplementary studies if they were to repeat the evaluation. The use of *Educational Thermometers* is also an indication of the scope of the evaluation. Most schools reported the use of the thermometers. The *Alpha* scale was used four times as often as the *Beta* scale and twice as often as the *Gamma* scale. The shorter scales seem to have been used in parts of the country in which no agency existed for preparing the graphic report. There was very little if any use of any but the *Alpha* scale in the *Middle States* where the *Commission on Secondary Schools* prepares all reports of evaluations in a central office.

Agencies responsible for initiating the evaluations were principally the regional associations, the state department of education, and the individual school. In three hundred twenty-one of the schools, one hundred twenty-one evaluations were initiated or sponsored by the regional associations; the state department and the school each claimed responsibility in one hundred cases. More than twenty evaluations were sponsored by a combination of regional association, state department or state university, and by such agencies as denominational board, state secondary-principal's association, and *Co-operative Study of Secondary-School Standards*. In many instances the school obviously had made the approach to the sponsoring agency and should be given credit for initiating the evaluation. This fact is a most hopeful sign as it reveals the recognition by the school of the usefulness of the procedures for its own improvement.

#### SELF-EVALUATION

This aspect of secondary-school evaluation was generally recognized to have great value to the school. A large majority of the schools reported that one or more members of the staff had served on an evaluation committee previous to the beginning of their own self-evaluation. Others had taken courses in institutions offering summer courses or seminars and others had attended special conferences planned by state departments or higher institutions. In a considerable number of schools representatives of state departments, universities, regional associations, and other schools aided school faculties in preparation for self-evaluation.

There is general agreement among the schools reporting that a relatively long period of self-study by the entire staff is essential. Of three hundred nineteen schools reporting time spent, the largest number of schools (47) spent three months in self-evaluation; the next largest number (41) spent a full year (twelve months); two groups of thirty-four schools each spent four months and five months; and thirty-two schools spent six months in their self-evaluation. The shortest period (spent by eight schools) was one month and the longest periods spent were eighteen months (seven schools) and three years (one school). The median time for the entire group was five months. The reports give one the impression that the most satisfactory period for the self-evaluation ranges from six to twelve months, with four or five months being a fairly satisfactory period and less than four months too short to allow for desirable deliberation.

One of the most significant characteristics of the self-evaluation was the extent to which the entire faculty participated in special committees for the evaluation of the various aspects of the school. The reports indicated that only in a negligible number of schools was there no faculty participation. The results of this general participation are revealed in the favorable changes in understandings and attitudes of individual staff members toward the school as a whole. The evaluations on the M blank (data for individual staff member) followed three distinct patterns: ap-

proximately an equal number of schools reported M blank evaluations by teachers only, evaluations by teachers revised by principal, assistant principal, or superintendent, and evaluations by teachers and principal in conference. In a few instances a visiting committee of teachers made the evaluations. The general tendency seems to have been self-evaluation by the teacher followed by a check by the principal. This check may have been made independently or in conference with the teacher.

The self-evaluation, with few exceptions, was conducted in accord with the recommendations in the Manual.<sup>1</sup> In small schools the subcommittee procedure was frequently modified because of the smallness of the staff. In one school certain sections of the M blank were deliberately not filled in because of the sensitivity of the staff regarding the recording of personal qualifications. The major departure from the general recommendations was concerned with the preparation of the *Educational Thermometers*. A considerable number of schools were not particularly interested in determining relative standings. In a number of such instances the school indicated that the graphic report would be prepared the next time because of its diagnostic value. However, most of the schools appeared to be reasonably well satisfied with the directions in the manual and declared that they would not vary their procedures in any significant degree except that they would allow more time for the self-evaluation.

#### VISITING COMMITTEE PROCEDURES

Visiting committees represent an essential part of the machinery and organization for school evaluation. The judgment of the visiting committee was shown by experimental evidence to have a high degree of validity in identifying the good school. For this reason it was recommended as an essential feature in school evaluation. It is obvious, however, that the character of the visiting committee is of vital importance. Much depends upon the care with which the committee is selected, individual qualifications, representative character, freedom from obligation to the school being evaluated, and perhaps other important considerations. The sponsoring agency must assume a special responsibility for the selection and general supervision of the visiting committee.

The reports from two hundred sixty schools indicated that the committees were most frequently selected and sponsored by state departments of education, commissions or state committees of regional associations, and secondary-school visitors of state universities. In a few instances, especially when schools had initiated their own evaluations, the principal or superintendent chose the visiting committee. In a considerable number of cases in which schools initiated the evaluation, no visiting committee was employed. In general when the committees were chosen by state departments or regional association agencies, the school had the right to object to individual members or to suggest a certain number. This pro-

<sup>1</sup>*How to Evaluate a Secondary-School*, Washington, D. C. Co-operative Study of Secondary-School Standards, 1939, 139 pp. Chapter VI.



vision took into account the possibility that otherwise excellent committee members might be *persona non grata* in particular situations.

The size of the visiting committee was of wide variation. The range of the two hundred sixty committees was from two members in one school to one hundred and ten members in one school. The median committee contained nine members and the mode was five members. Other interesting variations were two committees of fifty members each, fourteen committees with thirty to forty members each, and twenty-five committees with twenty to thirty members each.

The duration of the committee's visit was reported in detail by two hundred fifty-four schools. A period of one day was reported by four schools; two days by one hundred thirty-nine schools; two and one-half days by thirteen schools; three days by eighty-three schools; three and one-half days by four schools; and four days by nine schools. One school reported three-fourths of a day and another reported parts of four days. The schools reporting make frequent reference to the pressure of time and the time limitations affecting the committee's observation of various phases of the educational program. These references lead one to conclude that short periods for visiting committees call for exceptional efficiency in planning and supervising the evaluations. Much depends upon the ability of the chairman of the visiting committee to keep everybody working at high speed and for long hours.

The previous experience of members of the visiting committee is one factor determining committee efficiency. The evidence reported by the schools indicates that almost half of all committee members had had previous experience. In some instances committees were made up primarily of inexperienced persons while in others, most of the members had had experience. This is a condition that will improve with the development of the evaluation program.

The representative character of the committee is of great significance. The reports from the schools indicate that committees were composed mainly of secondary-school principals, city and county superintendents, professors of education, representatives of state departments, and secondary-school teachers. Principals and superintendents dominated all committees generally. College professors in academic fields and laymen were present in a few instances and there appeared to be a desire in some cases for more laymen and subject specialists. The chairmanship of the committee was generally a representative of a college or university (professor of education), a secondary-school principal, a state department representative, or a representative of a regional association.

Committee members travelled varying distances. The largest number travelled from points ten to forty-nine miles away and half as many travelled from points over one hundred miles distant. Near-by communities, less than ten miles distant, and communities fifty to one hundred miles distant each accounted for a significant minority of cases and a smaller



number in a western state travelled from points over two hundred miles distant. The distance travelled by the members of the visiting committees involves the problem of financing committee activities. It has been exceedingly difficult to secure accurate data on this point. The three practices most frequently reported include: (1) committee members paid their own expenses; (2) all expenses were paid by the school or school board; and (3) committee members paid their travel expense and the school being evaluated paid for meals and lodging.

One measure of the results of the work of visiting committees is the degree of satisfaction expressed by the schools which they evaluated. A large majority of the schools reported satisfaction and suggested no change in procedures. Many minor suggestions were made by one or more schools. Among these suggestions the following deserve mention: more time needed for committee evaluation, larger committees, more preliminary work before appearance of the committee, laymen to serve on committees, more specialist representatives, and more representative committees.

#### EVALUATIVE CRITERIA

The schools were requested, among other things, to express their opinions concerning the strong and weak features of the Evaluative Criteria. Although many specific details were criticized, a very large proportion of the respondents declared the instrument to be satisfactory. The most frequently commended features were the blanks for appraising library



Girls in this school learn the art of homemaking in an environment that stimulates home conditions.

service and school plant. The least satisfactory feature was the blank for appraising outcomes. A small number of schools criticized the blanks on curriculum and courses of study, guidance service, and instruction. A considerable variety of criticisms and suggestions were made relative to general characteristics of the Evaluative Criteria. The instrument was characterized as being both too extensive and too limited, too rigid and too flexible, too objective and too subjective, too specific and too general. Some would add more checklist items and others would eliminate many items. The evaluation items were criticized for lack of relation to check list items. There were some who would reduce the M blank (data for individual staff member) to a minimum of statistical information and others praised it as the best feature of Evaluative Criteria. There was a wide range of suggestions relative to the rating scales used, all of which were subject to the same sorts of criticisms now being made of the existing scales.

Many of these criticisms were due in part, perhaps, to a misunderstanding of the peculiar functions of the checklist items and the evaluation items. The checklist items were planned to cover a considerable variety of practices to be found in good schools but no one good school would be likely to follow all the practices listed. The check list represents an economical method for gathering data which are to be used as the basis for subjective professional judgments involved in the evaluation ratings. The variable factors are the practices (checklist items) and the constant factors are the evaluations (always made in terms of the philosophy and objectives of the particular school). When this basic approach is understood there has been less of a tendency to criticize the apparently excessive amount of data requested in Evaluative Criteria.

#### REPORTS TO SCHOOLS

Schools reported generally that three kinds of reports have followed the general evaluation: (1) Oral report, (2) written report, and (3) graphic report (Educational Temperatures). The oral reports appear to have been the most common practice with both the written report and the graphic report close seconds. The oral report was given generally by the chairman with the committee members participating in some manner. The report was usually presented to the principal and superintendent but in some instances the faculty was present. In a few instances, board members and parents were present. The oral report has generally been satisfactory although some respondents have suggested that more time be allowed and that the report be made more specific.

The written report appears to be of great importance since it has served as the basis for long-range improvement programs. It is usually more definite and tangible than the oral report and offers suggestions and recommendations that are lacking in the graphic report. The range in length of the written report was one to fifty pages and the median report contained fourteen typed pages. The general estimate of this type of report is that it has been satisfactory and very helpful to the school.

Approximately two-thirds of the schools (211) received graphic reports as presented in *Educational Temperatures*. These reports were in most instances prepared by universities, state departments, or commissions or state committees of regional associations. In a few instances the schools prepared them. There has been a high degree of satisfaction with the graphic report because of its definiteness and comprehensiveness. This type of report has been of particular value for diagnosis and discovery of weak and strong features of the school. It has served in some instances as a means of effectively presenting the results of the school evaluation to the faculty and to community groups. The main objection has been that the comparison with regional or national norms might easily lead to misuse.

Two hundred schools of a total of two hundred thirteen responding on this point considered the reports which they received as being accurate and fair. Most of the remaining thirteen schools presented what appeared to be minor or irrelevant criticisms. Among these criticisms the following may be cited as representative: time was too short for accurate judgment, there were some inconsistencies, teachers should be judged by someone who understands their work, a small school was rated low because of limited facilities, the Criteria could not measure a particular school accurately, committee members were widely divergent in their philosophy, evaluations were inaccurate, and not enough classes were visited. It must be observed that such faults in procedure, and most of these were faults in procedure, could and should be corrected. It is obvious that a report based upon inaccurate data can have little value. Fortunately, such weaknesses in procedure can readily be corrected.

#### REACTIONS TO EVALUATION

The attitude of the staff before and after the evaluation of a school is one measure of the value of the evaluation. Replies of two hundred forty-three schools concerning the attitude of the staff before and after revealed that the staffs of one hundred twenty-two schools were more favorable and those of six were less favorable after the evaluation than they were before. The staffs of fifty-four schools that were favorable before remained favorable and those of eleven schools that were unfavorable before remained unfavorable after the evaluation. This evidence is highly significant in regard to the effect of the evaluation experience.

More than seventy-five per cent of the schools have planned programs of improvement based upon the results of the evaluation. Less than ten per cent appear not to be sufficiently interested to use the results for constructive planning for improvement. The remaining schools either had not received all the reports or had not had time to develop plans. Practically all of these have good intentions and hope to make use of the results in some manner. The nature of the activities planned varies with the weaknesses revealed by the evaluation. Some of the more significant activities indicated include a restatement of philosophy and objectives, studies of pupil population and community, development of guidance service, im-

provement of library service, development of a work-training program, establishment of a faculty curriculum commission, better supervision, formulation of a three-year plan of school improvement, more detailed studies in each of the major areas, organization of a testing program, and a study of graduates in college and in jobs.

Other evidences of the influence of the evaluation upon the schools include many desirable effects and few if any undesirable ones. The following may be cited as representative: more democratic attitudes and procedures, desire for better facilities, better professional spirit, improvement in student morale, ability of teachers to see school as a whole, general stimulation to improve among pupils and teachers, greater consciousness of philosophy and objectives, interest of parents and other community agencies aroused, admission to membership in regional association, improvement in plant, and increase in staff.

An important indication of the effect of the evaluation upon the school is the attitude toward a re-evaluation. More than ninety per cent of the schools gave some indication of a desire to have a re-evaluation within a period of five years. The great majority preferred an evaluation at five-year intervals. A few favored a continuous evaluation procedure in which some important phase would be done each year. A few schools indicated plans for intensive study of areas of special weakness.

#### STRENGTH AND WEAKNESS OF EVALUATION PROCEDURES

In general the replies indicated a preponderance of evidence in favor of the evaluation procedures. The strongest features appear to be the self-evaluation, the stimulating effect of the check-list items, national and regional norms, extension of the vision of the individual staff member, technique of judging a school in terms of its philosophy and objectives, power of stimulating improvement, aid in identifying problems, diagnostic value, procedure of co-operative evaluation, and practical utility.

The weaknesses suggested were mostly the outcome of poor techniques in applying the measures. The most significant evidences submitted are: subjectivity of the procedure, application was too hurried, superficial nature of the visiting committee activities, influence of prejudices of the committee upon the evaluation, method of choosing the visiting committee, complexity of the instrument and procedures, lack of applicability to small school, no provision for follow-up, lack of expertness of visiting committee in certain areas, tendency to let down after the evaluation, and preparation required too much time.

On the whole the experience to date with the Evaluative Criteria as reported by a representative group of schools, located in all parts of the United States, may be characterized as highly satisfactory. Unfavorable reactions are mainly constructive and suggest the points at which improvement should be made. Favorable reactions are enthusiastic but often constructively critical. This inventory of experiences will be of great value to the Committee for the *Co-operative Study of Secondary-School Standards* in planning revisions and improvements.

## The North Central Association of Colleges and Secondary Schools Implements the Evaluative Criteria in Twenty States

CARL G. F. FRANZEN

*Professor of Secondary Education, Indiana University, Bloomington, and  
Chairman, Secondary Commission, North Central Association  
of Colleges and Secondary Schools*

ENOUGH HAS BEEN WRITTEN and said about the development of ideas and activities that led to the organization of the National Committee on the *Co-operative Study of Secondary-School Standards* to make unnecessary any remarks along this line. The purpose of this article is to give an account of the ways in which the Evaluative Criteria have been implemented in one particular regional area, that of the *North Central Association of Colleges and Secondary Schools*.

It seems necessary to point out that the territory covered by the *North Central Association* is much larger in extent than is the case with four other areas which played a prominent part in the development of the Evaluative Criteria. The *New England Association* is composed of the six New England states; The *Middle States Association* of New York, Pennsylvania, Delaware, Maryland, New Jersey, and the District of Columbia; The *Southern Association* of the ten states south of the Ohio, with the exception of West Virginia, and east of the Mississippi, plus Texas; and The *Northwest Association* of Washington, Oregon, Idaho, Montana, Utah, and Nevada. In all four of these groups there is a homogeneity that is noticeable by its absence in the *North Central* territory. When a group of states is compact in extent one may expect a more uniform point of view with respect to the carrying out of any undertaking. But the *North Central Association* is not a compact group. It stretches from Arizona on the south to Montana on the north, from Montana in the west to West Virginia in the east, which makes common actions more difficult to procure. The *Middle States* and the *Southern Associations*, on the other hand, decided fairly early in the game that group action would be taken in the application of the Evaluative Criteria as an association policy. The *North Central Association* never went beyond the state of permitting its individual twenty states to do as each one saw fit, and this usually meant as the chairman of each state committee saw fit.

So far, then, as the *North Central Association* is concerned, the story of the Evaluative Criteria is largely the stories of what each of its twenty states has been doing since the experimental edition came out in the fall of 1938. For reasons into which we shall not delve here, it was impossible to prevail upon the *Secondary Commission of the Association* to take any concerted action with respect to translating the Evaluative Criteria into the new qualitative type of standards or criteria for which many members of

the Commission had been clamoring for years. But one must not overlook the extent to which the association as a whole had financed and participated in the enterprise. Each year, from 1934 to 1939, inclusive, it had contributed \$2500 annually to the support of the *Co-operative Study*. Furthermore, the chairman of the general committee of twenty-one and of the executive committee of nine, Dr. George E. Carrothers, came from the *North Central Association*. And even as early as 1938 the Association set aside a *pro rata* sum of money for each school in any state in connection with whose evaluation clerical or office expenses might be incurred.

## A SUMMARY REPORT

But in 1939 the Secondary Commission decided to take a more positive step in encouraging and stimulating the use of the Evaluative Criteria by individual states. Professor J. A. Holley gave a summary report of the application and other use of the Evaluative Criteria during the year 1938-39 up to the time of the annual meeting. This report is here reproduced in the form of three tables, which speak for themselves.

Table 1. APPLICATION OF EVALUATIVE CRITERIA OF CO-OPERATIVE STUDY IN TERRITORY OF NORTH CENTRAL ASSOCIATION DURING 1938-39

State	Schools Using Criteria		Thermometer Scales			
	Old	New	Schools Visited	Constructed	Old	New
Arizona	3	2 <sup>d</sup>	1 <sup>d</sup>	2 <sup>d</sup>	0	0
Arkansas	15	0	13	0	13	0
Colorado	9	1	2	1	2	1
Illinois	1 <sup>b</sup>	NR	1 <sup>b</sup>	NR	NR	NR
Indiana	2 <sup>b</sup>	3	2 <sup>b</sup>	3	2 <sup>b</sup>	3
Iowa	NR	NR	NR	NR	NR	NR
Kansas	6	8	6	8	6	8
Michigan	3 <sup>c</sup>	0	3	0	3	0
Minnesota	4	2	2	2	4	2
Missouri	0	0	0	0	0	0
Montana	18 <sup>d</sup>	0	3 <sup>d</sup>	NR	3 <sup>d</sup>	NR
Nebraska	NR	NR	NR	NR	NR	NR
New Mexico	8	3	2	3	0	2
North Dakota	0	0	0	0	0	0
Ohio	1 <sup>b</sup>	0	1 <sup>b</sup>	0	1 <sup>b</sup>	0
Oklahoma	12	7	12	7	12	7
South Dakota	6	0	2	2	6	2
West Virginia	0	0	0	0	0	0
Wisconsin	NR	NR	NR	NR	NR	NR
Wyoming	3 <sup>e</sup>	0	3 <sup>e</sup>	0	2 <sup>f</sup>	0
TOTAL	91	26	53	28	54	25

NR No report received.

a Schools reported as visited or to be visited by outside committees.

b Experimental schools.

c Includes one experimental school.

d Applying *Gamma* (25) Scales.

e Two Schools applying *Beta* (50) Scales; one applying *Gamma* (25) Scales.

f For two schools applying *Beta* (50) Scales.

Table 2. GROUPS REPRESENTED ON VISITING COMMITTEES, BY WHOM EXPENSES PAID, AND STATES CONDUCTING DEMONSTRATION EVALUATIONS TO TRAIN VISITING COMMITTEES IN TERRITORY OF NORTH CENTRAL ASSOCIATION, 1938-39

	Visiting Committees Include						Expenses Deftayed by					Demonstration Evaluation
	P	S	UV	SDR	UP	HST	SD	U	SB	M	SV	
Arizona	X	X	X	X				X		X		No
Arkansas	X	X		X	X		X		X	X	X	Yes
Colorado	X	X	X		X			X	X			Yes
Illinois <sup>a</sup>												
Indiana	X	X	X	X						X		Yes
Iowa <sup>a</sup>												
Kansas	X	X	X	X	X		X	X <sup>b</sup>				Yes
Michigan	c									X		Yes
Minnesota				X	X		X	X				No
Missouri <sup>d</sup>												No
Montana	X	X	X	X	X	X			X	X		Yes
Nebraska												
New Mexico	X	X	X	X					X			Yes
North Dakota <sup>d</sup>												
Ohio <sup>d</sup>												
Oklahoma	X	X		X	X	X	X			X		Yes
South Dakota	X	X		X	X	X			X	X		Yes
West Virginia <sup>d</sup>												No
Wisconsin <sup>a</sup>												
Wyoming	X	X	X	X	X		X	X	X			Yes
TOTAL	10	10	7	10	8	3	5	5	6	7	1	

a Inquiry form not received.

b Partly by the University.

c "Expect 60 executives to participate as apprentices."

d Report no schools being evaluated this year.

HST High-school teachers  
SD State Department  
U University  
SB School boards  
M Members themselves  
SV School visited

P Principals

S Superintendents

UV University visitors

SDR State Department representatives

UP University or college professors

#### THE MISSOURI PLAN

At the same meeting, March, 1939, Dr. John Rufi, Chairman of the Missouri State Committee reported some expressions of opinion then prevailing among the state chairmen. They are important historically inasmuch as they portray some points of view that have been considerably modified toward a more favorable attitude with respect to the Evaluative Criteria. "Of the twenty state chairmen," said Dr. Rufi, "at least a half-dozen indicated that they are having serious difficulty in financing the use of these procedures. One chairman wrote, 'If we are to launch on a program of utilizing the procedures of the *Co-operative Study* . . . trouble lies ahead because neither the state university nor the state department of education will be willing to finance such a program.' Another chairman wrote, 'In spite of the wide publicity given to the *Co-operative Study* the run-of-mine principals in our North Central schools apparently do not have sufficient



Table 3. NUMBER OF CONFERENCES ON CO-OPERATIVE STUDY, PER CENT OF HEADS OF NORTH CENTRAL HIGH SCHOOLS IN ATTENDANCE, TIME SPENT BY FIELD REPRESENTATIVES IN STATE, AND UNIQUE FEATURES OF PROGRAM BY STATE, 1938-39

State	No. of Conferences	%age of Attendance	No. Days Field Representative		Unique Features
			In State	Scheduled	
Arizona	2	95 <sup>a</sup>	0	0	Program of inter-school visitation
Arkansas	12	82	6	?	Number of schools participating. Plans for training "evaluators."
Colorado	2	90	10	0	Stimulating effects of conferences. Number of schools participating.
Illinois <sup>b</sup>	?	?	?	?	Evaluation of experimental school. Study of Evaluative Criteria and Procedures by school leaders.
Indiana	5	80-90	9	5	Plan of inter-school visitation. Plan for extending influence of State Committee.
Iowa <sup>b</sup>	?	?	?	?	(No written or oral report)
Kansas	1	50	7	0	Co-operation between State Committee and State University. Number of schools participating.
Michigan	c	c	0	15	Three demonstration evaluations for training 60 "apprentices." Plan to evaluate all Ann Arbor junior and senior high schools.
Minnesota	d	d	0	0	School leaders becoming familiar with Evaluative Criteria; using Criteria to fit particular local needs.
Missouri	d	d	0	0	Study of Evaluative Criteria and Procedures by school leaders.
Montana	3	40	6	2	Number of schools participating. Visiting committees include secondary-school teachers.
Nebraska <sup>b</sup>	?	?	?	?	Plan to evaluate all schools in Otto Co. Co-operative Study selected as project for field Phi Delta Kappa Chapter at Omaha.
New Mexico	6	90	10	0	Number of schools participating. Use of graduate seminar group at University to evaluate two schools.
North Dakota	0	0	0	0	Use of Criteria in several individual schools.
Ohio	1 <sup>e</sup>	e	?	?	Evaluation of experimental school.
Oklahoma	9	80	6	0	Number of schools participating. Tie-up between Study of Evaluative Criteria and Issues and Functions.
South Dakota	1	50	6	0	Number of schools participating. Visiting committees include secondary-school teachers.
West Virginia	0	0	0	0	Study of material by local school leaders.
Wisconsin <sup>b</sup>	?	?	?	?	(No written or oral report)
Wyoming	3	100	5	0	Number of schools participating. University summer course on Co-operative Study (1939)

a 95% of heads of NCA schools attended conference conducted by Dr. Edgar Johnston.

b No written report received.

c Several conferences are contemplated. Dr. H. C. Koch estimates that these conferences will be attended by the majority of the heads of North Central secondary schools.

d Not determined.

e Field representatives report conference held at Columbus. Attendance not given.

information to proceed advisedly with the use of the Criteria *if they had been available*. Therefore, we have planned a period of careful publicity which will be devoted to the study of the *use* rather than the *accrediting* value of the Criteria.' Another chairman wrote, 'The Commission on Secondary Schools attempted to revise its standards *because there was a feeling that the standards had already become too detailed in nature*. There was a clamor for scientific procedure. As a result, we have the work of the *Co-operative Study* which seems to involve several times the amount of detailed work. . . . We are beginning to hear a lot of grumbling from the secondary-school men. I am afraid we have a lot of trouble ahead of us!' Still another chairman wrote, 'Like yourself, I realize the need for new standards or criteria for the measuring of our secondary schools. I think the committee in charge of this study has done a splendid job. We are very much interested in the standards set up. We have discussed them among our own group interested in secondary-school work in this office, but I do not believe it would be wise for us to introduce them in this state until we have thoroughly prepared our men in the field to handle them, without considering them as an added burden.' . . ."

"I think it would be dangerous to attempt to cram it down the throats of secondary-school principals who are not pretty well informed concerning it and are not definitely in sympathy with it. Furthermore, *I am hoping and expecting that those who have brought the Co-operative Study to its present status* will be able to bring about its further simplification."

At the same meeting at which the two above reports were presented, the Commission took the following action:

"It is recommended that the Commission continue the use of the Evaluative Criteria for purposes of stimulation and improvement of member schools. State Committees may, at their discretion, require that schools seeking membership in the Association apply the Evaluative Criteria.

"It is hoped that over a period of five years all member schools will have availed themselves of and profited by these Evaluative Criteria as developed through the agency of the National Committee on the *Co-operative Study of Secondary-School Standards*."

#### THE ASSOCIATION AUTHORIZES THE COMMITTEE OF SEVEN

As a result of the reports of Professor Holley and Dr. Rufi, the Secondary Commission authorized the Committee of Seven, which functions for the Commission in the interval between the annual meetings, to appoint a committee of nine to assist or direct evaluations of secondary schools in those states which had carried on a very little or no program of evaluation or which desired the extra stimulation that comes from having an outside man direct the work. The sum of \$2500 was requested of and appropriated by the association to take care of the travel and subsistence of the visiting evaluators.

When the committee had been selected from among those who had had experience assisting in the two-year evaluation program of the *Co-operative Study* or who had already done noteworthy work in their own states, each of the twenty state chairmen was asked to signify his desires with

respect to the use which his state might make of one or more of the members of the Evaluating Committee. The men chosen for this committee were: Principal Eli Foster of Central High School, Tulsa, Oklahoma; Dr. J. W. Diefendorf, University of New Mexico; Principal Ray F. Myers of Thomas Jefferson High School, Council Bluffs, Iowa; Dr. Carl G. F. Franzén of Indiana University; Dr. Edgar G. Johnston of the University of Michigan; Dr. A. C. Cross of the University of Colorado; Dr. L. R. Kilzer of the University of Wyoming; Dr. O. K. Garretson of the University of Arizona; and Dr. M. R. Owens of the State Department of Arkansas.

When the request for the use of the services of this committee was sent to the twenty state chairmen, four states, Arkansas, Illinois, Indiana, and Montana, indicated no desire to make use of outside assistance, while Minnesota and Nebraska expressed no desire one way or the other. As matters turned out, it was not possible to accommodate Ohio, so that there were, finally, eleven states which did receive the stimulation of outside assistance. The records show that the members of the Evaluating Committee participated in or directed the work of evaluation as follows:

Dr. Cross, North Phoenix of Arizona, and Kemmerer and Cokeville of Wyoming.

Dr. Diefendorf, Pittsburgh of Kansas.

Dr. Franzén, Will Rogers of Tulsa, Oklahoma; Marshall College High, Nitro, and Madison of West Virginia; and North Muskegon and Manistee of Michigan.

Dr. Garretson, Springer of New Mexico.

Dr. Johnston, College High of Greeley and Englewood of Colorado, and Beaver Dam of Wisconsin.

Dr. Kilzer, Sturgis and Custer of South Dakota.

Mr. Myers, Dickinson and Enderlin of North Dakota, Lemmon and Yankton of South Dakota.

It is evident from the above account that not all states availed themselves of the opportunity thus afforded them. This was for two reasons: Some of the states, such as Arkansas and Indiana had, ever since the appearance of the experimental second edition of the Criteria, conducted rather elaborate campaigns of their own. One possible explanation is that the chairmen of the two state committees of these states were also members of the General Committee of the *Co-operative Study*. Still other states had, as yet, developed no program and seemed not even ready to participate in it. This is a good illustration of the heterogeneous situation described earlier in this paper.

#### THE WORK OF THE EVALUATION COMMITTEE

The second episode in the implementation of the Evaluative Criteria began at the 1940 annual meeting of the Secondary Commission. The Commission decided to continue the Evaluating Committee for another year and asked for the sum of \$1500 for its expenses. An additional budget

request was made for \$2800 to be applied to the expenditures involved by any state committee in connection with its own work of evaluation within the state. The original intent had been to allot an amount up to one hundred dollars for those states in which there were less than one hundred schools and up to one dollar per member school in all other states. The state committee could be reimbursed up to its maximum, but very few committees ever applied for the maximum reimbursement. The Committee of Seven considered legitimate any expenditure that might be incurred—travel, subsistence, tabulating, or clerical. After the budget had been passed upon it was learned that an insufficient sum had been provided in the \$2800, so that all maximums had to be reduced five per cent.

In 1940-41 there were only seven members on the Evaluating Committee. Diefendorf, Myers, Frazén, Johnston, and Cross had been on the first committee, while Professor J. A. Holley of Oklahoma A. & M. College and Principal R. Nelson Snider of Fort Wayne, Indiana, were the new members. Each man was asked whether he could give the time of one week or two weeks. Each state chairman was asked how much outside help he might need during the coming school year. On the bases of the requests and of need, the Committee of Seven, at its June meeting in Kansas City, allotted the use of one member of the Evaluating Committee for one week or two weeks. The state chairmen concerned were notified of their allotments and were told to make arrangements with whoever had been assigned to their states with respect to the schools to be evaluated and the time of the evaluations.

During the course of the year, special but unanticipated arrangements were made for three states. Dr. Johnston was permitted to spend his time in his own state of Michigan. Ohio and Iowa were granted the privilege of using some experienced man within the state for a period of one week.

The report of the activities of the members of the 1940-41 committee gives the following accomplishments:

Dr. Cross, Laramie of Wyoming.

Dr. Diefendorf, Macon, Missouri; Hickman High, Columbia, Missouri; and Thatcher, Arizona.

Dr. Franzén, Yuma Union of Arizona.

Professor Holley, Albuquerque of New Mexico, and Climax of Colorado.

Dr. Johnston, Bloomfield Hills, Centreville, and Northville, Michigan.

Mr. Myers, Park River of North Dakota.

Dr. Newburn, Sioux Center, Iowa.

Mr. Snider, Webster, Spearfish, Belle Fourche, Watertown, Brookings, and Redfield, South Dakota.

Table 4 shows how many schools were evaluated in comparison to the number it was planned to evaluate. This data was secured from sixteen of the state chairmen.

Table 4. PROGRESS OF EVALUATION UP TO THE 1941 ANNUAL MEETING

<i>State</i>	<i>Schools Evaluated</i>	<i>Schools To Be Evaluated</i>
Arizona	1	1
Arkansas	2	4
Colorado	12	3
Indiana	11	2
Iowa	1	1
Kansas	20	0
Michigan	2	3
Minnesota	2	0
Missouri	3	0
New Mexico	1	0
North Dakota	0	3
Ohio	9	11
South Dakota	0	6
West Virginia	7	5
Wisconsin	4	7
Wyoming	7	0
TOTAL	82	46

At the 1941 session of the annual meeting, the Secondary Commission decided that the major missionary effort to make states and state committees aware of, acquainted, and familiar with the application of the Evaluative Criteria for stimulative purposes had been achieved. The Evaluating Committee was dissolved, but the state committees were still allowed to draw upon a fund of \$2000, a maximum of sixty dollars for states with less than one hundred member schools, and sixty cents a member school for all states with a membership over one hundred.

But, while the Secondary Commission was doing its best to encourage the use of the Evaluative Criteria in the association area as a whole, it must not be assumed that individual states were doing nothing on their own responsibility. Far from that. In fact, there were some states which, from the time when the 1938 experimental edition appeared, began immediately to develop their own programs of evaluation. Outstanding states were Arkansas, Indiana, and Oklahoma.

#### THE ARKANSAS PLAN

In Arkansas Dr. Owens initiated his program with the evaluation of Pine Bluffs High School in December, 1938, when some forty persons participated. Their report was to the effect that "they had profited more by this experience than from six weeks' attendance in summer school." At a conference in Little Rock a program was set up and approved for the second semester of that same school year. Twelve schools, one in each of the twelve geographical districts of the state, were to be evaluated. Evaluation was to be restricted to schools which would volunteer, but only on the approval of the faculty. The state high-school supervisor, Dr. Owens, was to have general supervision of each evaluation, assisted by a reviewing committee consisting of at least two principals, who had had previous experience, and six or eight others. A central clearinghouse for comput-

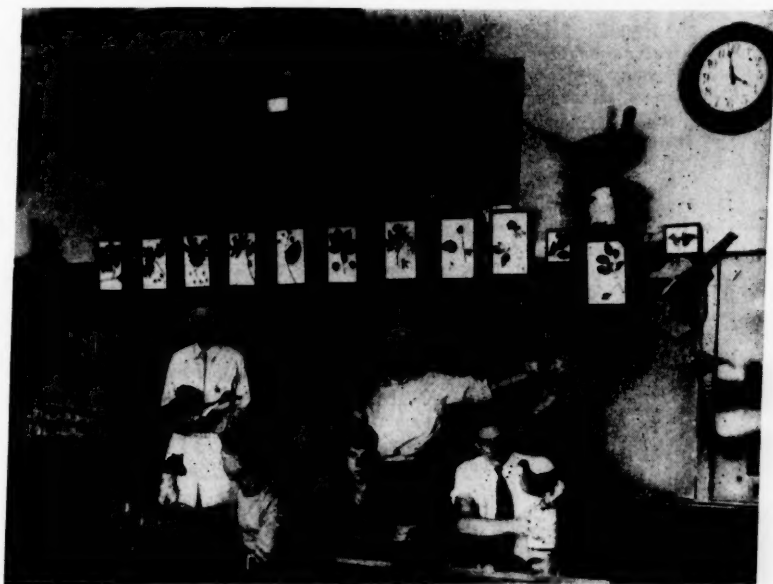
ing and making the Thermometer Scales was to be established in the State Department of Education.

#### THE OKLAHOMA PLAN

Oklahoma introduced its program of a demonstration or training evaluation at El Reno the last of November, 1938. Professor Holley, who at that time was chairman of the Oklahoma State Committee, directed the work. Those who assisted him were selected from principals, superintendents, college or university professors, and secondary-school teachers. During that year twelve member schools were to be evaluated as well as eight schools applying for membership in the association. In fact, Oklahoma was one of the first states to ask new schools to undergo a process of evaluation by the faculty and by a visiting committee as one of the steps to be taken in its application.

#### THE INDIANA PLAN

In Indiana, an experience similar to those in Arkansas and Oklahoma, was initiated somewhat earlier in the school year. The state chairman, Dr. Frazén, had laid the groundwork for future activities in the organization in May of all *North Central Association* officials in the state. At this meeting, held in Frankfort, the group decided to conduct four evaluations during the year, each one to be one day in length and to deal with



The biology club not only satisfies an interest, but at the same time familiarizes its members with a part of their environment.

such areas as the faculties had decided upon. All *North Central Association* principals in the state were to be invited, while the state chairman was to be in charge. The four schools which volunteered to act as hosts to the trainees were selected on a geographical basis: Gerstmeyer of Terre Haute, southwest, Elkhart, north, Union City, east, and Franklin, south-central. October 3 was the date selected for the evaluation of Gerstmeyer Technical High School. This was probably the first school in the *North Central Association* territory to serve as an evaluation training school on a voluntary state basis.

As a result of the training which the principals in attendance received, it was possible to fulfill the rule passed by the Indiana state committee to have new schools applying for membership undergo a complete evaluation. Three schools were thus evaluated by three chairmen and visiting committees selected by the state chairman from those who had gone through the training experience in at least one school. This procedure has been since followed every year under constantly improving techniques. A rather simple set of directions has been prepared for the use of principals and faculties of new schools in Indiana preparing for membership in the North Central Association. They are presented here because of their simplicity.

*Steps to Be Taken by Indiana Secondary Schools Applying for Membership in the North Central Association*

- I. *The Annual Report Blanks which are ready for distribution by the middle of September.* These blanks are the regular forms prepared by Secondary Commission of the *North Central Association*. Since their content varies somewhat from year to year, they are not ready for distribution until September. Schools which are already members of the association must send these blanks to the office of the state chairman by November 1. New schools applying for membership have until December 1.
- II. *Undergoing a process of evaluation by the school staff and by a visiting committee of secondary-school principals.*
  - A. The materials for evaluation are to be ordered on the enclosed blank and purchased from the *Co-operative Study of Secondary-School Standards*, c/o the American Council on Education, 744 Jackson Place, Washington, D. C.
  - B. The materials to be purchased should include at least one copy of the Manual, *How to Evaluate a Secondary School*; two sets of the fourteen separate pamphlets of the Evaluative Criteria, one to be retained by the school and the other to be used by the visiting committee; double the number of M blanks for individual staff members, one set to be retained by the school and one for the use of the visiting committee; and two sets of Educational Temperatures, regular size.
  - C. A study with your faculty of Chapters II, III and VI of the Manual as preliminary work to the task of self-evaluation.
  - D. A study on the part of the school staff of its educational philosophy, Blank B, as based upon the information revealed in *Pupil Population and School Community*, Blank C. (A copy of the objectives as developed by the staff of the University High School, Indiana University was sent the school so that the principal may have some



notion as to how a particular type of school should develop objectives which reflect the individuality of the school. The principal and his staff should discover from an analysis of Blank C what it is that they are trying to do for your pupils and the community from which they come.)

- E. The appointment of faculty committees to fill out the checklists and evaluations for the blanks in the other areas.
- F. The filling out of two M blanks by each member of the staff.
- G. The preparation for the visiting committee. The arrangement for the dates is to be made with the state chairman. (A committee of at least five principals spent from two to three days in the school, according to the instructions given in Chapter VII of the Handbook. The local school was expected to take care of the subsistence of the visiting committee during the period of evaluation. The members of the committee were responsible for their own transportation to and from the school.)
- H. After the school has been visited, the chairman of the evaluating committee will forward to the state chairman the second set of Evaluative Criteria blanks and the two books of *Educational Temperatures*. All the work of tabulating of Form X and the making of the *Educational Temperatures* will be done in the office of the State Chairman. *This means that neither the school nor the visiting committee will make any attempt to fill out Blank X.* When all the work of tabulation and the making of the Thermometers has been done, the state chairman will write a survey report for the visiting evaluating committee and will send it and one of the books of *Educational Temperatures* to you, together with suggestions and recommendations for desirable improvements in the school.
- I. On the basis of the data on the Annual Report Blanks, the survey report, *Educational Temperatures*, and the suggestions and recommendations for desirable improvements, the State Committee at a meeting in March will make recommendations as to whether or not your school will be approved for membership by the association.

#### THE OHIO PLAN

One state which entered upon the program of evaluation rather later than those just described was Ohio, but, when the principals of that state once got going, there was hardly any stopping. In the short space of two years they had accomplished enough to make it worth their while to publish a book, *The Ohio Plan of Using the Evaluative Criteria*, prepared under the direction of Professor D. H. Eikenberry of Ohio State University, who was assisted by Principal Carl C. Byers of Gallipolis, Ohio. The immediate sponsors were the Committee on *Implementation of the Ohio High-School Principals' Association*. This group felt that a more extended guidebook was needed than was provided in the *Co-operative Study* publication, *How to Evaluate a Secondary School*.

Such wholehearted co-operation between the Ohio State Committee, the State University, the State Department of Education, and the Ohio High-School Principals' Association resulted in the evaluation by committees within the state of ten schools in 1939-40, and twenty schools in 1940-41. From a questionnaire sent to fourteen hundred secondary

schools in the spring of 1941, five hundred thirty-five responded. Two hundred eleven stated that they expected to make self-evaluations in 1941-42, and seventy-nine said that they expected to have visiting committee evaluations in 1941-42 or later.

#### EXTENT TO WHICH ALL STATES USED THE EVALUATIVE CRITERIA

In an effort to show the extent to which the twenty states have made use of the Evaluative Criteria, the state chairmen were requested to send in such data. Seventeen responded. Following are the results over a four-year period. The number of schools that have been evaluated from 1938 to 1941 are shown. Column A for 1938-39 gives the number of schools whose evaluation was directed by the *Co-operative Study*, for 1939-41 those whose evaluation was directed by a member of the Evaluating Committee. Column B in all instances gives the number of schools whose evaluations were carried on entirely by committees within the state. The data for 1941-42 give the numbers of schools which will probably be evaluated during the year.

Table 5. SCHOOLS EVALUATED AND TO BE EVALUATED BY STATES.

	Schools Evaluated						Schools To Be Evaluated
	1938-39		1939-40		1940-41		1941-42
	A	B	A	B	A	B	B
Arizona	0	2	1	2	2	0	2
Arkansas	1	8	0	5	0	4	2
Colorado	2	5	2	10	1	13	11
Illinois	Use made of the suggestions presented						
Indiana	2	4	0	12	0	10	13
Iowa	1	0	0	4	0	1	
Kansas	1	5	0	25	0	20	21
Michigan	3	0	2	2	1	4	9
Minnesota			0	8	0	8	10
Montana	0	1			0	2	8
New Mexico			3	0	1	0	1
North Dakota			4	0	1	0	2
Ohio	1	0	0	10	0	20	?
South Dakota	0	3	5	1	6	0	4
West Virginia	0	3	4	4	0	13	8
Wisconsin	2	0	2	0	0	5	9
Wyoming	2	1	2	4	1	6	7
TOTALS	15	32	25	87	13	106	107

#### REACTIONS OF EACH STATE CHAIRMAN

A comparison might well be made between comments reported by Dr. Ruff in 1939 and those which accompanied the above data. Brief statements will be quoted from each chairman.

*Arizona.*—Our men have been universally enthusiastic over the results of the evaluations, and I only wish that the factor of distance and consequent expense did not enter so strongly into the picture with us.

*Colorado.*—I have observed that visiting committees from secondary schools take notes on discussions and recommendations so that they may begin programs of improvement in their own schools.

*Illinois.*—We have encouraged the authorities in charge of the secondary schools to study this material and to make use of it in the evaluation of their own schools.

*Indiana.*—All schools applying for membership in the association are evaluated by state committees. We try to have two training evaluations each year. Principals are more enthusiastic over the program.

*Iowa.*—We are inclined at present to disregard the Criteria as possible bases for accreditation and to concentrate on their use as a means of stimulating school staffs in the analysis and study of their own problems.

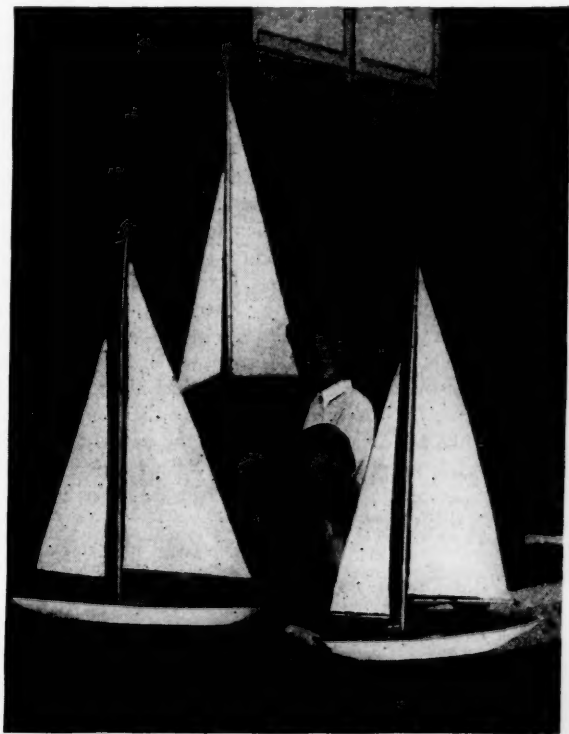
*Michigan.*—We have not tried to push the evaluation program in Michigan, but have let it develop as schools show interest. The result has, I think, been healthy.

*Montana.*—The evaluations are much appreciated in Montana.

*North Dakota.*—There is a good deal of enthusiasm among school administrators and classroom teachers in regard to the Evaluative Criteria, but the big problem is the matter of financing these visiting committees.

*Ohio.*—The 235-page book entitled *The Ohio Plan of Using the Evaluative Criteria* is evidence enough of the reaction in this state.

The good school program provides a wide variety of clubs. The expression on these boys' faces indicates that this hobby is of real interest and enjoyment to them.



*Wisconsin.*—In Wisconsin we have had no unfavorable reactions by anyone who has actually had his school evaluated, or who has served on an evaluating committee. Although we require all members of evaluating committees either to pay their own expenses or to get their expenses from the institution they represent, invitations to serve on committees seem to be prized.

*Wyoming.*—Our State Commissioner hopes to use an abbreviated form of the Evaluative Criteria for use in his visits to the smaller secondary schools of the state.

#### THE ASSOCIATION'S 1941-42 ANNUAL REPORT BLANK

The 1941-42 annual report blank for secondary schools contains one page devoted to an evaluation of each school by a suggested committee of principal, faculty member, school board member, patron, and secondary-school pupil. The criteria followed are those of the Commission's own order and wording, but the five-point scale of the Evaluative Criteria is employed. Because of this departure with respect to the nature of the annual report, Dr. A. W. Clevenger of Illinois and Dr. Carl G. F. Franzén of Indiana have been commissioned to present to the Secondary Commission at its annual meeting next spring a revised set of criteria that will accord more fully with the Evaluative Criteria. If successful, this action will certainly bring closer to the schools the whole program of the *Co-operative Study*.

At the 1941 meeting of the Commission, one program was devoted to the recounting of the experiences and reactions of four principals and their faculties, whose schools had been evaluated. The program was entitled "Stimulative Effects of the Evaluative Criteria."

So far as the *North Central Association* is concerned, the development of implementing the Evaluative Criteria has been a slow but gradual one. A policy of education has been followed with the result that there has been no compulsion to force the program upon any state. Instead, financial assistance and the loan of expert evaluators have been inducements rather than threats. Consequently, there are hardly any states today in which the Evaluative Criteria are not part of a definite state plan for stimulation and accreditation, or for stimulation only. It can also be truthfully said that those states which have the most enthusiastic proponents of the Criteria are those in which the state committees are most enthusiastic. But the final evidence that the *Co-operative Study* is really affecting the association as a whole is the nature of this year's annual report blank and the proposed revision of "The Policies, Regulations, and Criteria for the Accrediting of Secondary Schools" to conform more nearly to the Evaluative Criteria.

## The Use of the Evaluative Criteria in the Southern Association

A COMMITTEE<sup>1</sup> REPORT PREPARED UNDER THE DIRECTION OF

J. G. UMSTATTD

*Professor of Secondary Education, School of Education,  
The University of Texas, Austin, Texas*

THROUGH CORRESPONDENCE, personal interview, and questionnaire, the Committee on the Use of the Evaluative Criteria of the *Southern Association of Colleges and Secondary Schools* for 1940-41 attempted to ascertain the extent to which schools in the South were using the Criteria, the nature of the use being made of the materials, the shortcomings discovered in the Criteria and in its administration, and ways in which the weaknesses might be remedied.

### EXTENT OF USE

During the late summer and early fall of 1941, a brief inquiry form was directed to each secondary-school principal in ten of the eleven states that constitute the region of the Southern Association (Table I). In the reply the principal indicated that one of the following statements applied to the school he headed in 1940-41: had not learned of the *Evaluative Criteria*;<sup>2</sup> had learned something of the materials but did not have a set; possessed a set but had not studied it critically; had studied the materials and planned to use them in 1941-42; had used the materials in the school for a specified number of months; had been visited by an outside committee and since the evaluation had made the improvements described in an accompanying letter. The principal also indicated the number of grades and pupils in his school.

One purpose the Committee had in mind in circularizing all secondary schools in the South was to acquaint the principals with the instrument in case they had not previously known of it. Two hundred forty principals checked that they had not heard of the materials and requested further information. Later, through the aid of the *Co-operative Study*, descriptive circulars were sent to each. This purpose was probably the most valuable one served by the inquiry, although the returns indicate the extent to which the instrument had been used in the *Southern Association* region prior to July, 1941.

<sup>1</sup>The members of the Committee on the Use of the Evaluative Criteria of the *Southern Association of Colleges and Secondary Schools* for 1940-41 included A. B. Bristow, Norfolk, Virginia; Albert B. Crawford, Lexington, Kentucky; Paul Eddy, Tallahassee, Florida; H. D. Fillers, Wichita Falls, Texas; J. Henry Highsmith, Raleigh, North Carolina; R. J. Koonce, Yazoo City, Mississippi; Father Mulhern, New Orleans, Louisiana; W. D. Nixon, Columbia, South Carolina; Miss Sue Powers, Memphis, Tennessee; J. Harold Saxon, Athens, Georgia; W. L. Spencer, Montgomery, Alabama; and J. G. Umstattd, Austin, Texas, *Chairman*. M. E. Ligon, Lexington, Kentucky, J. McT. Daniel, Columbia, South Carolina, Fred Alexander, Richmond, Virginia, and R. R. Vance, Memphis, Tennessee, also co-operated in the study.

<sup>2</sup>A set of the materials includes the *Evaluative Criteria*, 1940 Edition, 60c, *How to Evaluate a Secondary School*, 1940 Edition, 90c, *Educational Temperatures*, 1940 Edition, 50c, published by the Co-operative Study of Secondary-School Standards, 744 Jackson Place, Washington, D. C.

Table I. NUMBER AND PERCENTAGE OF RESPONDENTS FROM TEN STATES DISTRIBUTED BY MEMBERSHIP AND NON-MEMBERSHIP IN THE SOUTHERN ASSOCIATION

States	RESPONDENTS					
	Members of Southern Association	Per Centa	Non Members	Per Centb	Total Respondents	Per Centc
Alabama	36	54	136	48	172	49
Florida	55	45	32	14	87	25
Kentucky	94	67	68	11	162	21
Louisiana	43	31	34	12	77	18
Mississippi	40	50	3	1	43	7
North Carolina	22	38	232	25	254	26
South Carolina	35	67	99	28	134	31
Tennessee	41	42	205	36	246	37
Texas	158	62	309	28	467	35
Viginia	23	28	173	50	196	48
Total	547	52	1291	25	1838	29

a. Per cent of the total number of members in the state.

b. Per cent of the total number of non-members in the state.

c. Per cent of the total number of schools in the state.

The percentages of returns from several states are shown in Table I. It should be pointed out that a considerably higher percentage came from schools that were members<sup>a</sup> of the *Southern Association* than from non-member schools. The lower percentages for the non-member schools may have resulted from any one of several factors. The greater turn-over among the principals of the smaller schools may have partially explained their not returning the inquiry form, or the lesser training of principals of non-member schools as compared with principals of member schools may have caused them to be less likely to return inquiry forms, or they may have been less acquainted with the materials and did not choose to reveal that fact. Of the total 1054 member institutions in the ten states which co-operated, 547 schools, or fifty-two per cent, responded, whereas of the 5180 non-member schools to which the inquiry was sent only twenty-five per cent responded.

Table II shows for each state the percentages of member and non-member schools for each of the seven degrees of usage among the schools that reported. It should be clear to the reader that these percentages are not based upon the total member and non-member schools in the state, but rather upon the number reporting from each state. Some of the more significant points revealed in this table are that forty per cent of the non-member schools had not had the opportunity to learn about the Evaluative Criteria, whereas only ten per cent of the member schools so reported; about one-fourth of the member schools had planned to use the materials in 1941-42 (column 4) and another one-fifth had used the materials but had not

<sup>a</sup>Membership in the Southern Association of Colleges and Secondary Schools is recommended by the State Executive Committee for the state in which the school is located and approved or reconsidered by the Central Reviewing Committee of the Commission on Secondary Schools of the Association on the basis of standards set forth in *Standards of the Commission on Secondary Schools*, Southern Association, Nashville, Tennessee.

been visited (column 5), whereas among the non-members there were approximately only one in eight planning to use the materials in 1941-42 and only one in twelve that had used the materials but had not been visited; and about one in seven of the member schools (columns 6 and 7) and one in sixty of the non-member schools had been evaluated by an outside committee.

While it was not the intention of the Committee to make comparisons among the several states, the reader who cares to do so will find such

Table II. PERCENTAGE<sup>a</sup> DISTRIBUTION OF MEMBER AND NON-MEMBER RESPONDENTS ACCORDING TO DEGREE OF USE

<i>States and Membership in Southern Assn.</i>	1 <sup>b</sup>	2	3	4	5	6	7
Alabama:							
Members	8	14	22	18	28	8	3
Non-members	38	31	10	12	9	0	0
Florida:							
Members	20	18	25	24	7	4	2
Non-members	50	25	16	3	0	3	3
Kentucky:							
Members	13	15	20	35	12	4	1
Non-members	62	27	6	4	2	0	0
Louisiana:							
Members	21	9	23	17	19	2	7
Non-members	56	12	12	15	6	0	0
Mississippi:							
Members	3	13	23	38	15	8	3
Non-members	0	33	0	0	33	33	0
North Carolina:							
Members	14	5	9	14	18	14	27
Non-members	54	29	5	5	7	0	0.4
South Carolina:							
Members	0	6	14	34	23	11	11
Non-members	67	24	2	6	1	0	0
Tennessee:							
Members	5	10	27	12	34	7	5
Non-members	19	17	26	21	17	0	0
Texas:							
Members	8	18	12	27	19	10	5
Non-members	41	26	12	14	5	1	0.7
Virginia:							
Members	0	4	9	26	13	22	26
Non-members	26	35	11	12	9	4	3
Total for							
Southern Assn. Members	10	14	18	27	18	8	6
Non-members	40	26	12	12	8	1	0.7

a. Percentage based on number of respondents, not on total number of schools in state in each class.

b. The columns parallel the degrees of use as follows:

Column 1., have not yet had the opportunity to learn about the Evaluative Criteria.

Column 2., have learned something of the materials but do not have a set.

Column 3., have a set but have not gone through the materials fully.

Column 4., have studied the materials and plan to use them next fall.

Column 5., have used the materials in our school \_\_\_\_\_ months, but have not yet had an outside committee evaluate the school.

Column 6., school was evaluated by an outside committee, \_\_\_\_\_ 19\_\_\_\_.

Column 7., since the evaluation we have made improvements described in the accompanying letter.



comparisons in Table II. He is cautioned, however, to bear in mind that the percentages shown apply not to the total number of schools in the state but to the number reporting in this study. The information was not available to the Committee for determining whether or not those reporting were representative of the total number of schools. It is the guess of the chairman of the Committee that considerable selection took place in the reporting on the assumption that schools that had used the Criteria would be more likely to respond than would those which had not used the Criteria; that is to say, it is probably true that the percentages, particularly in columns 4, 5, 6, and 7 are higher than the percentages would be if every school in the South had reported.

Distributions according to size of school were prepared for each state and have been supplied to the committee members for their respective states. The detailed tabulations are not carried in this report. In general, the distributions by size indicated very little use of the Criteria in schools with fewer than one hundred pupils. Increasingly greater use of the Criteria was revealed in the successive size groups. This tendency may be illustrated by reference to Table III which was prepared for the three states from which largest returns came, North Carolina, Tennessee, and Texas. The table presents the total number of schools in the three states distributed according to size and the total number of schools from the three states reporting that they had either evaluated themselves or had been evaluated by an outside committee. It may be noted that only 1.8 per cent of the schools with fewer than one hundred pupils so reported, whereas 24.2 of the schools with more than one thousand pupils indicated they had been evaluated. The percentages increase successively for the several size groups with the exception of the 300 to 499 group. In interpreting this table it should be borne in mind that if all schools included in the middle row had returned the inquiry blank the percentages in the bottom row would have been higher. It is doubtful, however, that complete returns would have greatly altered the tendency revealed in the tabulation; that is to say, it is highly probable that complete returns would have shown that greater proportions of larger than of smaller schools had been evaluated.

Table III. PROPORTION OF EVALUATIONS AMONG SCHOOLS OF VARIOUS SIZES

	<i>Size of School</i>						Total
	Under 100	100- 199	200- 299	300- 499	500- 1000	Over 1000	
Number of respondents that reported evaluations	14	36	42	21	25	15	153
Total number of schools in North Carolina, Tennessee, and Texas	792	1033	484	287	151	62	2809
Per Cent	1.8 <sup>a</sup>	3.5	8.7	7.3	16.5	24.2	5.0

<sup>a</sup>It should be noted that not all schools in the South respond to the check list.

## NATURE OF USE

The members of the Committee, one from each state, were almost unanimous in their opinion that the primary use of the Evaluative Criteria should be self-appraisal by the school rather than evaluation by outsiders with a view to accreditation. Some of their statements are as follows:

The dominant purpose in using the Criteria is self-appraisal by the school with a view to the improvement of its program; in other words, the first aim in using the Criteria is stimulation. (North Carolina.)

In my opinion and according to my judgment, the dominant purpose of the Criteria should be stimulation rather than inspection. (Mississippi.)

Most principals with whom I have talked feel that the dominant purpose of the Criteria should be for self-appraisal and for stimulation. Very few seem to feel that it should be used for inspection purposes, or as a basis for membership in regional associations. My own feeling is the same as that of these principals. (Alabama.)

The dominant purpose in the use of the Criteria should be self-appraisal of the school with a view of improving its program. Inspection is merely incidental to that. (One of the two Texas members.)

According to my judgment, the dominant purposes of the Criteria are evaluation, stimulation, and accreditation. These three purposes are not independent of each other, but each is an aspect of the total process or program.



"All the World's a Stage."  
In schools visited, dramatics had its place in the curriculum.

While each purpose is not independent of the other two, there is a distinction. The accreditation purpose should follow the other two. I would not say that the dominant purpose is an either-or proposition but a program which includes evaluation, stimulation, and accreditation. (Kentucky.)

I am in favor of using the Criteria both for self-appraisal and inspection. I understand inspection, however, not to mean the sole means for admitting or rejecting schools for membership. (South Carolina.)

In my judgment, the dominant purpose in the use of the Criteria, is self-appraisal by the school with a view to the improvement of its program. We have never used the Evaluative Criteria for purposes of inspection alone. We are encouraging our secondary schools to use the Criteria for the purpose of self-analysis and self-improvement without any regard to an outside committee visit. We are trying to discourage our high schools from merely preparing for a committee visit. (Tennessee.)

The opinion of the Committee members may safely be taken to be representative of the several states, because each member based his opinion upon the reactions he had observed in his state. The general view presented above by the Committee members also reflects numerous discussions at the *Southern Association* meetings during the last two years. There is an overwhelming opinion against using the Criteria on an inspectorial basis. It is felt that the initiative in improvement should be taken by the local school and that there should be no trace of imposition of outside standards, in the use of the Criteria, by persons or committees with authority. Where the Criteria are imposed by outside authority the whole enterprise is killed; whereas when it is done at the initiative of the local school with little or no outside assistance, decided improvements will invariably result. This is the opinion of the entire Committee. In the judgment of the chairman of the Committee, any regional association that attempts to impose the Criteria with a view to accreditation will prevent the realization of the finer values that would unquestionably be realized by permitting schools more slowly to use the Criteria for self-appraisal purposes. It would be better to use fifteen years and realize the values that would come from the self-appraisal approach than to spend only five years and, on the accreditation basis, impose the program on all member and would-be member schools.

### *How schools were informed*

With respect to informing the schools about the Criteria, initially, and to following through with the evaluation, various practices are followed in the ten states, according to individual reports of the Committee members. Typical methods of initial contact are correspondence, visitations, conferences, and course work in institutions of higher education.

The conferences reported by Committee members are of several types. Kentucky reported that the State Association of Secondary-School Principals have held meetings based on the Criteria. Several states reported regional conferences called by the state departments of education, by educational institutions, or by the *Co-operative Study of Secondary School Standards*. Texas reported twelve one- or two-day conferences in 1940-41, which were

attended by superintendents, principals, or teachers from one hundred eighty school systems. The program of a typical two-day conference follows:

*First day*

- 9:00-10:00: Background of the Criteria: Lecture and film strips.
- 10:00-11:00: Discussion of questions from the floor.
- 11:00-12:00: Distribution of sets of materials<sup>4</sup> and discussion of techniques of use.
- 1:30- 3:30: Practice session with conference members trying out the materials in the school where the meeting was being held.
- 3:30- 4:30: Discussion of the try-out experiences.
- 7:30- 9:00: Lecture or panel on an educational topic related to evaluation in secondary education.

*Second day*

- 9:00-12:00: Discussion of problems that arise in applying the Criteria to a local school on a self-appraisal basis: determination of philosophy, organization of faculty into work committees, use of pupils and laymen, calculating the "temperature" percentiles, and so forth.
- 1:00- 3:30: How to use the results of self-evaluation for improving the program of the school.
- 3:30- 5:00: Summary and further discussion of questions from the floor.

COLLEGES AND UNIVERSITIES INTRODUCE COURSES

Committee members from Kentucky and Texas reported work done by their respective state universities. Comparable work has been carried out in other states, but was not reported. Three courses on the Evaluative Criteria have been offered at the University of Kentucky. One feature of these courses has been to have students assist local schools in appraising their programs. Another has been to hold conferences on the Criteria in different sections of the state. Instructors and students also act on evaluation committees. The University of Texas has held a graduate center, organized around the Evaluative Criteria, during each of the last four academic years in major cities of the state. Each center has held fourteen meetings on the conference-laboratory plan attended in the main by superintendents and principals of smaller systems who were using the Criteria on the self-appraisal plan. Sixty-three school systems have been served in these centers, a major emphasis having been placed upon a detailed five-year plan of improvement for each school based upon the findings of its own self-appraisal by use of the Criteria. In co-operation with the Texas State Department of Education during the summer of 1941, the University of Texas set aside a section of its six-weeks conference-laboratory for seventeen deputy state superintendents in order to enable them to make an intensive study of the Evaluative Criteria and of its use as an instrument of supervision. The deputies spent the mornings at the University and the afternoons in the offices of the Director of Supervision, J. W. O'Banion, where, under his guidance and that of chairman chosen from their own group, they remodeled one section of their bulletin on standards and activities to conform with the Evaluative Criteria.<sup>5</sup>

<sup>4</sup>See footnote 2.

<sup>5</sup>Part II, pages 35-156, *Standards and Activities of the Division of Supervision, 1940-1941, Bulletin No. 409*, State Department of Education, Austin, Texas, September 1, 1941, prepared under the direction of J. W. O'Banion, Director of Supervision.

At the meeting of the Committee on the use of the Evaluative Criteria immediately after its appointment in Memphis in 1940, the members unanimously agreed that each would seek to get courses on the Evaluative Criteria established in the higher educational institutions in his state. Illustrations of work being done in other states, similar to that reported above for Kentucky and Texas, would no doubt have been available if the chairman of the committee had circularized the other members on the point. It is hoped that the newly appointed Committee will ascertain the number of colleges in the South that are assisting in acquainting schools with the Criteria and the nature of the assistance being given.

#### *Procedures used by schools*

Another phase of the work studied by the Committee is the method of procedure within a given school. First, it should be made clear that it is universally the practice to advise schools to evaluate themselves before they invite outside committees. Experience has shown that it requires at least six months for a school to carry out a successful program of self-appraisal with the Evaluative Criteria. Large schools require a full academic year, preceded by a summer of study by the principal or other members of the faculty.

Several plans were discovered in use by schools of different sizes. All plans have the first two steps in common:

1. Complete mastery of the materials by at least one member of the staff. A fairly good mastery requires a minimum of twenty hours of concentrated study—away from the telephone.
2. The determination of the philosophy of the school. This step first involves supplying enough copies of Section B, "Philosophy and Objectives,"<sup>6</sup> for each teacher to have one easily accessible. It subsequently involves several meetings for free discussion over a period of three weeks or a month. Eventually, a consensus is reached that is satisfactory to at least the majority of the staff members. Supposedly, this statement of philosophy is to guide the staff in its appraisal of the program of the school.

#### *Plans reported by the Association's Committee*

From this step onward, a variety of plans were discovered by the Committee. Most of the elements in the various plans are included in the following statements:

1. Only those teachers participate who are entirely willing to do so.
2. Each teacher volunteers to act on one of nine committees, there being a committee for each of the nine sections, D through L.<sup>7</sup>
3. A council or steering committee is made up of the nine committee chairmen, the principal, the superintendent, sometimes representative pupils chosen by their classmates, and sometimes laymen selected by the P. T. A. or other groups.
4. In very small schools all teachers constitute a single committee which works through all nine sections.
5. Each committee reports its findings to the entire staff and the findings

<sup>6</sup>*Evaluative Criteria*, op. cit., pages 5-16. Also published as a separate pamphlet by the Co-operative Study of Secondary School Standards, 744 Jackson Place, Washington, D. C., and sold at five cents per copy.

<sup>7</sup>*Ibid.*, pages 29-129.

are discussed. Usually at least two meetings are necessary for each committee report and discussion. Thus, several months are needed for the nine committee reports.

6. Section C, "Pupil Population and School Community,"<sup>8</sup> is administered in various ways: By the school clerk, by a social science class in co-operation with one or more teachers, by a separate committee of teachers, by a joint committee of teachers and P. T. A. members.

7. After the nine committee reports have been accepted by the faculty, the percentile scores for the temperature charts are computed by the respective committees or delegated to one person, and the charts are prepared.

8. At this point the school requests the appointment of a visiting committee by the chairman of the State Executive Committee of the *Southern Association* for his state.

9. Either before or after the outside committees have checked the school's self-appraisal results, suitable publicity is given the results through:

- a. Presentation of the charted results at a banquet of the faculty and the board of education.
- b. Similar presentation to the P. T. A. and other local groups.
- c. Discussion in classes in the secondary school.
- d. Use of the local press. (In one community, the two editors of the town papers turned over their issues for one day to the schools, and the pupils of the secondary school prepared the entire issues from the results of the school's self-appraisal.)

10. The school prepares and begins the execution of a five-year program of improvement based upon its own and the visiting committee's evaluation, with the pledged support of the board of education and lay organizations.

#### *Plans reported by school visiting committees*

A variety of procedures were also discovered in use by visiting committees. In compiling the following list, the ideas submitted by the several state committee members were used:

1. The visiting committee is appointed by the Chairman of the State Executive Committee for the *Southern Association*.
2. The preferred practice is for the school to have appraised itself before the outside committee is appointed.
3. The size of the visiting committee varies according to size of school, from a minimum of twelve members to any number up to forty.
4. Principals and superintendents from near-by communities, members of state departments of education, members of education staffs of teacher-education institutions, and preferably also members of liberal arts staffs from such institutions are chosen as members of the committee. At least a majority of the members should have had experience with the Evaluative Criteria.
5. It is desirable to have a joint meeting of the committee and the secondary-school faculty before the committee begins its work. In one state such a meeting is held at 7:30 on the evening before the work is to begin the following morning. In another state this meeting is held before school or at noon the first day of the visit. The purpose of the meeting is to allay any fears the teachers may have and to establish cordial relations.
6. The first hour of the committee's work consists of the formulation of subcommittees for the nine sections of the Criteria, discussion of the school's philosophy, distribution of class schedules and other forms, planning for the subcommittee reports, announcements, and other details.
7. Each subcommittee concentrates upon its section of the Criteria. All members of all committees visit classrooms to observe teaching.
8. Usually at least three days are needed for the work of the committee, including late afternoon and night sessions for committee reports. (The

<sup>8</sup>*Ibid.*, pages 17-28.

living expenses of the committee are paid by the local school.) In some states at least two subcommittees report the first night to the general committee and to the members of the faculty who find it possible to attend. Members of the board of education and P. T. A. are frequently invited to hear the subcommittee reports.

9. Some subcommittees have the school's self-appraisal in hand while working; others prefer to work unconditioned by the school's appraisal until its own work has been completed.

10. The general committee's final report results from the discussion which accompanies the subcommittee reports. The general chairman acts as referee during the discussion, and enters the school's numerical ratings for each minor division of the Criteria as a consensus is reached on each point. This is a burdensome task, but it results in much good to the school when a cordial yet objective attitude prevails. Approximately fifteen hours are required for the report of the subcommittees.

11. As the ratings are completed for each section, the results are forwarded to one member of the committee or a trained clerk who has been delegated to compute the percentiles and prepare the temperature charts. By this procedure all charts are completed within a half hour after the last report has been given.

12. The charts are displayed and discussed at a final meeting of committee and faculty. The board of education or other laymen are sometimes invited to this meeting.

13. In some states the chairman of the general committee sends a written report to the superintendent of the evaluated school with suggestions for improvements. In other states this is purposely not done because of the desire of the committee to let the initiative be taken by the school to meet the needs made apparent by the evaluation.

#### CURRICULUM IMPROVEMENTS FOLLOW EVALUATION

Letters that were received from individual schools in eight states reported a wide variety of improvements made after visiting committees had completed their evaluations. Improvements in philosophy were usually reported and, in addition, improvements in two or three of the nine sections of the educational program were described in each letter. The philosophies were improved by more careful and clear formulations, by incorporation of democratic principles, by concentration upon pupil need, by consideration of the individuals, and considerable attention was given to ways of making the philosophy function in the program of the schools.

Typical curriculum improvements included increased offerings, attempts to integrate fields, formulation of plans for continuous revision, and adaptations to local needs. Improvements in other areas included creation of student councils, more careful attention to assemblies, remodeling music, art, and health and physical education activities, additions of librarians, books and periodicals, installations of cumulative records, provision of better instructional supplies, additions to and alterations of plants better to facilitate instruction and protect health, formulation of study groups to attack specific guidance and instructional problems, attendance at summer school workshops, establishment of home-room systems, more careful selection and assignment of staff, and the fulfillment of numerous other needs isolated by the application of the Criteria. The most usual response related to the stimulation of the whole staff to improve its service to pupils and community. Many schools outlined long-time plans for the improvement of their programs. One school projected a twelve-year plan.



The most thorough follow-up of a visiting committee's evaluation that has come to the attention of the Committee offers a number of suggestions. The school was evaluated in the fall of 1939. Immediately thereafter study groups were formed around the problem of guidance, it being one of the weakest parts of the program revealed by the evaluation. Improvements in guidance extended into a community service program. Eight of the teachers attended a workshop during the summer of 1940 to concentrate upon specific problems. The full year of 1940-41 was devoted to an intensive curriculum-revision program designed to meet needs of the pupils and community, most of which had been revealed by the visiting committee. The superintendent and nine teachers attended a workshop during the summer of 1941 for further concentration upon needed improvements. At the beginning of the current academic year, they requested a near-by higher educational institution to establish a workshop in their school to run eight months. The institution did so and is now providing consultation service of all types requested by the school.

#### SHORTCOMINGS AND REMEDIES

The weaknesses discussed below were derived from reports of the members of the Committee, from statements from principals and superintendents who had used the materials, from an analysis of the Criteria by a seminar in secondary education that had acted as a visiting committee for three schools, and from an unpublished study by S. D. Hendrix, a graduate student at the University of Texas. All persons who reported made it clear at the outset that only minor weaknesses had been encountered and that further experience with the Criteria would remedy most of the shortcomings. The negative reactions have been grouped under three headings: those pertaining to the mechanics and scope of the instrument, those pertaining to the visiting committees, and those of a more general nature.

A. Shortcomings in the mechanics and scope of the Criteria.

1. Double-barreled items in the check lists. A school may meet in a highly effective manner one-half of the standard carried by such an item but fail to meet the other half. Confusion arises at this point. In the next revision this defect could be overcome by dividing such items. The increased number of items would enable a school to isolate more definitely its weak spots by inspecting the check list symbols after the visiting committee had completed its work.
2. Insufficient instructions about how to frame a philosophy for the school. This "weakness" is probably in reality a strength because a fundamentally sound principle of the *Co-operative Study* is that each school should be free to frame its own philosophy. Petty instructions about calling together the faculty and conducting the meetings should not be necessary.
3. Occasional use of "ability to" in the check lists rather than a statement of actual performance. For example, it would be better

to say "He gains the co-operation of his fellow staff members" than to say "He has the ability to gain the co-operation of his fellow staff members."

4. Inadequate instructions about the use of the letter "N." To say that N should be used when the "condition or provision does not apply" should be ample, but it is not, because many schools are unable to sense needs and consequently use N when they do not have a provision that would be called for in a first-class program. For example, one school gave itself N under lunch room because they had no lunch room to score, they said. Yet it was quite clear to the visiting committee that a lunch room was needed.
5. Inadequacy of data upon which to determine relative values under "Evaluations." In the absence of objective information about the conditions in the best ten per cent of the regionally accredited schools, or the next twenty per cent, and so forth, it is not possible to score a school 5, 4, 3, 2, or 1 with a high degree of accuracy on any page of the Criteria. A series of survey studies, repeated periodically, would correct the deficiency. For example, a survey of school plants in the *Southern Association* region could be based on the standards of the Criteria. Such a survey would include several member schools from each state ranked by well-qualified committees in the upper ten per cent, several in the next twenty per cent, and so forth. Similar studies for the other eight sections of the Criteria would supply fairly objective data for the numerical evaluations within those sections. Until such data have been collected, considerable subjectivity will enter into the evaluations. This can be offset in part, so far as visiting committees are concerned, by having at least one or two members rather widely versed in secondary education. The deficiency on the school's self-appraisal committees may be overcome in part by wide reading in secondary education. It should be noted that this weakness does not apply to the check lists because they set forth absolute rather than relative standards and each school can readily ascertain whether or not it meets the specified condition or makes the specified provision.
6. Inadequate distribution of relative values. In actual scoring, it is found that the value of "3" is too heavily loaded. There appears to be need for more intermediate scores between "2" and "4." Some committees use decimals ranging from 2.0 to 3.9. However, it should be borne in mind that objective data are not available for the determination of these or other gradations.
7. Lack of consistency among forms H, J, and M.\* Some difficulty is encountered in transferring data from the M forms to forms H and J because they are not parallel. A revision committee

\**Ibid.* Form H, pages 77-80; Form J, pages 97-112; Form M, pages 149-160.

would not find this a serious problem. It is one that does not detract at all from the value a school received from using the Criteria.

8. Lack of detail for each field of learning. Section I,<sup>10</sup> "Outcomes of the Educational Program," gives some specific details about the areas of learning, but only in relation to outcomes. Elsewhere, the standards are general so far as fields of learning are concerned. The individual teacher in a given area would be helped considerably to have at hand numerous specific standards for that area, similar to the criteria developed recently for vocational agriculture.<sup>11</sup> Some progress has been made for evaluative criteria for English and music education, using the pattern of the Evaluative Criteria of the *Co-operative Study*. Corresponding standards for each of the other major areas would stimulate desirable developments in the instructional program of the secondary school. It may be added parenthetically that a typical response of the principal or other person who has only a superficial knowledge of the Evaluative Criteria is that the instrument is too detailed or too involved.
9. Penalty to schools that have completely merged pupil activities with the instructional program. By implication, although probably not by intent, the Criteria require that certain clubs and other organizations be present. Schools without them, even those far to the left in educational practice, are therefore penalized by receiving low percentile ratings. This is not a serious weakness because it applies to only certain parts of the section on pupil activities. Furthermore, schools that are far enough advanced in their practices to receive the penalty are probably not interested in percentile norms of this type.
10. No differentiation between physical education and health education. In Section I, "Outcomes of the Educational Program,"<sup>12</sup> physical education and health education are considered as a unit. Specialists in the two fields have called attention to this discrepancy and have suggested that the revision committee treat them under separate headings.
11. Incomplete library sections. Highly trained librarians have offered this criticism although they hasten to point out numerous strong features of the section on library service. Their criticism is that a fuller treatment is needed for library service. It should be noted,

<sup>10</sup>*Ibid.*, pages 81-96.

<sup>11</sup>*Evaluative Criteria for Vocational Education in Agriculture*, 1940 Edition, published by the University of Georgia Press, Athens, Georgia, mimeographed: 52 pages. Prepared by the National Standards Committee for Vocational Education in Agriculture in co-operation with the U. S. Office of Education and the American Vocational Association. See also *Directions for the Use of the Evaluative Criteria for Vocational Education in Agriculture*, U. S. Office of Education, Vocational Division, Washington, D. C., mimeographed, 52 pages.

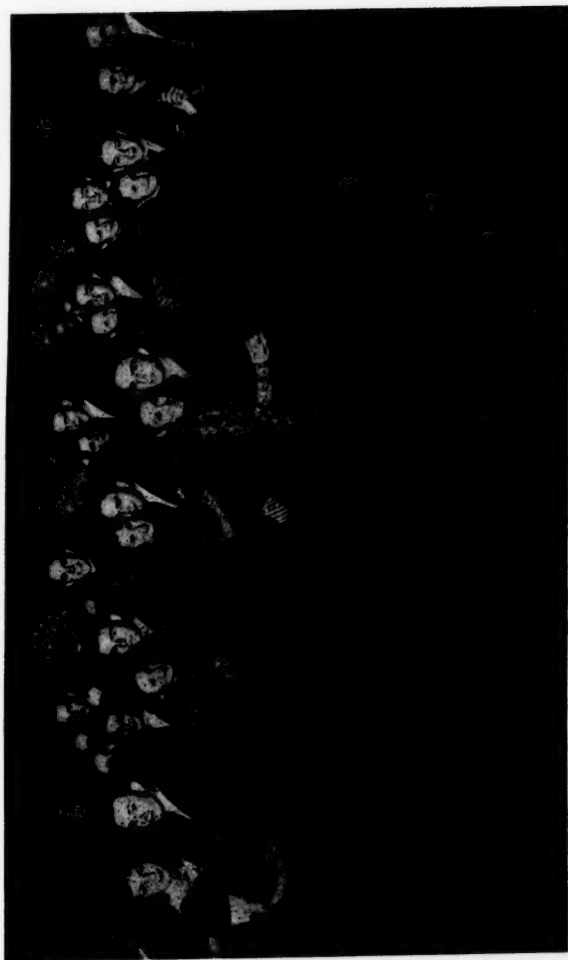
<sup>12</sup>*Ibid.*, page 93.

however, that the section on library was approved by the American Library Association.

12. Absence of section dealing with the influence of the school upon the community. In view of the many tendencies for the school to become an active agent in the fulfillment of community need, it would seem desirable to have a section devoted entirely to such developments.

B. Shortcoming of visiting committees.

1. Lack of experience. Too frequently the majority of the members of the visiting committee have had no previous experience with the Criteria and are present mainly to learn. This situation, fortunately, is one which is rapidly being remedied. Whereas two years ago it was almost impossible to assemble a committee with experience, now there are numerous persons available in almost every part of the South who have served on several committees.
2. Too great variation in scoring because of the difference in amount of experience of visiting committees. This weakness might be significant if a purpose of the evaluation were to compare a given school with its neighbor. Inasmuch as such comparison is taboo in the use of the Criteria, the chief disadvantage that might come to a school is that of being scored too liberally by an inexperienced committee overzealous to be fair. This danger will disappear as schoolmen become better acquainted with the materials.
3. Lack of acquaintance of visiting committee and faculty. That this situation is undesirable is debatable. While on one hand it leads to a tension on the part of teachers that makes their work not normal during observation, on the other hand it makes for a more impersonal judgment by the observer. The undesirable effects of the lack of acquaintance can be overcome to some degree by a meeting of committee and faculty before the work of the committee begins.
4. Tendency to score the administration section too liberally. This weakness was reported by a committee member who had observed some visiting superintendents scoring their friends very generously with the expectation of similar treatment for themselves later. If such a tendency is widespread, which may be doubted, it should disappear as soon as further experience with the materials convinces all members of visiting committees that the most objective treatment is in the long run the fairest treatment.
5. Inadequate time for the evaluation. Some persons have maintained that a three-day visit to a school is too short a time for the visiting committee to make a reliable appraisal. They have



Everyone enjoys a good time. Social development was not neglected in the schools. Boys and girls learned the social graces while engaging in wholesome activities that make for good character and ease in mingling with people.

suggested that information about the school, such as the program of studies, standardized test scores, descriptions of instructional practices, and so forth, be sent the committee members in advance of the visit. It is extremely doubtful that such a plan would be practicable. The value of a three-day visit by a group of twenty or thirty persons with a definite procedure to follow is unquestionably great. If greater value is desired, the length of the visit might be increased.

6. Absence of a handbook or manual for visiting committees. It would not be difficult to develop a handbook of suggestions for committees. Such a publication would be of considerable assistance, particularly during the next few years.

C. Shortcomings of a general nature.

1. The tendency for a local school to compare itself with its neighbors. This tendency was marked two years ago, but is now decreasing in some regions. The school should study itself against the standards in the check lists and should assign itself numerical ratings by comparing its status with that of schools that have been accredited regionally. Local comparisons too often would cause the numerical ratings to be too high, and if carried too far would result in petty arguments. Neither result would lead to sound improvements in the school program.
2. Imposition of a given philosophy of education. This criticism was made as follows:

"I am definitely convinced that one weakness of the Evaluative Criteria is the inability of the instrument itself to make allowances for the definite philosophy stated for the school. In other words, questions and check lists and Criteria established antecedent to the statement on the school's philosophy and of necessity, therefore, based on some philosophy which might not be the same as that of the school, cannot provide a valid evaluation of the school unless the school's philosophy is the same as that upon which the questions, check lists, and Criteria are based."

This is the most penetrating reaction received by the Committee. Some persons will agree, others will not. If it is true that the *Co-operative Study* through the Evaluative Criteria imposes a philosophy of secondary education upon schools, the imposition is in direct opposition to the basic principle under which the *Co-operative Study* sought to operate and to have the Evaluative Criteria applied, namely, that each secondary school has the right to set forth its own philosophy within the limits of the American scheme of things. Consequently, the imposition, if any exists, cannot be one of intent unless one would care to challenge the sincerity of the *Co-operative Study*. The Committee knows of no person who would make such a challenge. Any imposition that may exist, therefore, must result from imperfect im-

plementation or from misinterpretation on the part of the school which feels that its rights are being violated.

In the Criteria, several provisions are made with a view to giving the school the right to set and follow its own philosophy. First, on page 6, the following statement is made: "The school should be free to determine this philosophy for itself to the extent that it promotes the principles and spirit of American democracy." Visiting committees are supposed to keep this principle in mind. The difficulty probably arises from the fact that few visiting committees are able to follow all implications of the principle as they work through section after section of the Criteria. Therefore some schools may feel that their philosophy is being violated by the committee from time to time.

A second device to protect the school against imposition is the provision in each check list of space for the school to add items not carried among those printed. An extension of this device appears on page 94 of the Evaluative Criteria to provide for fields not included elsewhere, such as military tactics or religion. The device is not entirely effective, largely because few if any schools have sufficient time for the deliberation and research that would be needed to supply additions to the check list that would satisfy their respective philosophies. As a result, some schools may feel that the Criteria fails at points to be entirely valid for evaluating their programs.

A third provision that might be interpreted as applicable to the problem under discussion is the application of the symbol "N" to those check list items that violate the school's philosophy. While such a policy would give the strong school the opportunity to protect its philosophy, it would also give the weak school a good way to escape the responsibilities implied in its philosophy if it could be said to have one. The school with weak leadership and no philosophy would be provided with a perfect alibi if it were permitted to use "N" too freely. Some policy should be adopted by the *Co-operative Study*, or by the regional accrediting agencies, to meet this situation. The schools of minority groups should be free to make their contribution to the improvement of the American way, yet weaklings should not be permitted to ride the coat-tails of such groups.

A fourth consideration is in order at this point. It arises from the way in which the Evaluative Criteria were constructed. It will be remembered that all items were derived from an analysis of presumably valid research in secondary education and from allegedly authoritative writings in that field. No person known to the Committee would care to challenge the seriousness of purpose of the *Co-operative Study* in their selection of studies and writings or in their selection of items from the chosen publications. Yet it may be said with some validity that the basic beliefs about secondary education in the minds of the research workers who selected the researches and writings may



have, at least in part, ultimately determined the items printed in the Criteria. Partly to guard against such an eventuality, however, the *Co-operative Study* spent two years subjecting the items to the critical reaction of numerous workers in secondary education in secondary schools and colleges.

Thus it would seem that the *Co-operative Study* did everything humanly possible to act sincerely upon the principle that the Criteria should not violate the school's right of self-determination. Even so, further careful study of this problem should be directed toward the correction of those minor imperfections of implementation or interpretation that apparently cause some schools sincerely to sense encroachments upon their rights. In the meantime, care should be taken to include on each visiting committee at least one member thoroughly conversant with the philosophy of education that is followed by the school. This precaution is most important when a parochial school is to be evaluated.

3. Conflict between the Evaluative Criteria and certain regulations of the Federal offices of vocational education. Some departments of vocational agriculture maintain that girls should be permitted to count as pupils in vocational agriculture, and some departments of vocational home economics maintain that boys should be counted as pupils in vocational home economics. It is possible that other departments of vocational education have a similar reaction.
4. Lack of follow-up activities by the school. That some schools fail to make improvements after having been evaluated may not justly be charged to the Criteria. Instead, it is an index of poor leadership in the school. Elsewhere in this report illustrations have been given of improvements that have resulted from the evaluations. It should not be necessary for the Criteria to do more than identify need for improvement. The improvements should be made by the school of its own initiative.

In conclusion, the Committee wishes to make it quite clear that the detailed list of shortcomings should not be interpreted as evidence of dissatisfaction with the Evaluative Criteria. The list is presented with a view to helping refine an instrument that has in a very few years rendered outstanding value to secondary education. As stated above, most of the weaknesses in the Criteria are minor and many of them will tend to disappear as schools become better acquainted with the materials. Other weaknesses are subject to correction by slight revisions in the mechanics or by extension of the scope. The Evaluative Criteria in the present form, despite their minor shortcomings, have proved to be the most stimulating influence ever felt by secondary education in America.

## Outcomes From the Evaluations of Secondary Schools in the Northwest States

DONALD A. EMERSON

*Assistant Superintendent of the State Department of Education, Salem, Oregon*

AT THE ANNUAL MEETING of the Executive Committee of *The Northwest Association of Secondary and Higher Schools* held in June, 1939, it was agreed that the use of the Evaluative Criteria should be extended as rapidly as possible under the direction of state committees with the aim of securing complete evaluations of all secondary schools that are members of the association within a period of five years. It was assumed at that time that the leadership necessary in directing this work would be provided by the state departments of education and that state committees representing the *Northwest Association* would act as advisory committees in planning this program. The acceptance of the responsibility of promoting this program on the part of state departments of education and state committees varied somewhat within the six Northwest states included within the association. In those states in which some difficulties were experienced in initiating the program, the *Northwest Association* assumed the responsibility of providing some assistance by the employment of an experienced school administrator, one who had had experience in the use of the Criteria in other states, to go into these states and direct the work of visiting committees under the supervision of state advisory committees.

Under the voluntary leadership within each state and the assistance provided by *The Northwest Association of Secondary and Higher Schools*, the evaluation<sup>1</sup> of secondary schools that are members of the association has moved forward quite satisfactorily within this area. By the end of the school year 1940-41, somewhat less than one hundred of the approximately five hundred schools that are members of the association were completely evaluated and have been rechecked by visiting committees. The greatest number evaluated in any one state was forty-three. Plans for the continuation of the evaluation of other secondary schools through this school year have been made in all states. If outside assistance should be needed in any state, the *Northwest Association* stands ready to provide that assistance and to assume its cost.

From general observation and comments that have been received from various parts of the Northwest, it may be safe to assume that within fifty per cent of the secondary schools that are members of the association the Criteria have now been studied through a series of staff meetings and that some progress has been made in applying the Criteria toward a

<sup>1</sup>*Ide Proceedings of the Northwest Association of Secondary and Higher Schools, Twenty-third Annual Meeting, April 1 to 3, 1940. Executive Secretary, 505 Columbia Bldg., Spokane, Washington. pp. 17-19, 33, 45-67.*

complete evaluation of those schools. Plans are being made to have visiting committees complete these projects within this school year or the year following.

In the early evaluations undertaken in this section, only the *Gamma* or the *Beta* scale was used. However, the use of these scales proved to be unsatisfactory and within the last year only the *Alpha* scale has been used. In practically all cases a representative from the State Department of Education has acted as chairman of the visiting committee and, in general, the members of the visiting committees have been chosen by the schools to be evaluated.

About a year ago, the writer was directed by the Executive Committee of the *Northwest Association* to make a study of the progress of the evaluation program within the Northwest area and to analyze the reactions of secondary-school principals and staff members of the schools that have been evaluated to the aims and purposes of the program so far as it had progressed. The following is a summary of the replies to the eleven questions that were asked of each principal and his staff members. At the time this summary was made replies had been received from sixty-two schools.

RESULTS OF REPLIES TO QUESTIONNAIRES SENT TO ADMINISTRATORS OF  
SCHOOLS IN THE FIVE NORTHWEST STATES THAT HAVE BEEN EVALUATED  
BY USE OF THE EVALUATIVE CRITERIA

1. *In your opinion has the evaluation of your school brought about an increased appreciation on the part of faculty members of the total educational program that should be undertaken in your community?*

*Answers*

52—Yes; 2—No; 8—Qualified.

The following are typical replies:

1. "Decidedly so, although it was good at the time of evaluation."
2. "Very definitely."
3. "It is true for some; others not appreciably."
4. "My entire faculty has changed since our school was evaluated, so the evaluation has not had any effect on our present faculty. It did, however, show me the light."
5. "Yes, but not those who were not inclined to have that appreciation before."
6. "The evaluation unquestionably brought about an increased appreciation on the part of the faculty. I feel that they are now more sensitive to suggestions for improvement, although I feel that the greatest good was done last year during the study previous to the visitation."

7. "My opinion is that we have brought about an increased appreciation on the part of the faculty members of our educational program to the degree that our entire staff is enrolled in a class of curriculum building this year."
8. "In my opinion the evaluation brought about a great deal of increased appreciation on the part of the faculty members of the entire educational program to be undertaken.  
 "In this study, departmental barriers were broken down and each member of the faculty saw the entire educational program and the contributions that their field was making to the program.  
 "This was the most valuable part of the entire survey, as it unified the entire group and gave them a common educational objective. I believe that the entire survey is made in too general terms to be of specific value in specific instances, but this unifying study cannot be obtained with any other type of criteria."
- II. *In your opinion has an improved professional attitude on the part of staff members been stimulated by the evaluation?*

*Answers*

52—Yes; 3—No; 7—Qualified.

The following are typical replies:

1. "Very much."
  2. "I believe that our staff members do a better job because of a clearer realization on their part of what they are attempting to do."
  3. "Definitely yes."
  4. "This is very noticeable. Not only faculty, but janitorial staff."
  5. "I would not say that the professional attitude was greatly improved over what it was before, since the teachers in our school have always been professionally minded. Our teachers attend summer sessions fairly regularly."
  6. "The study previous to evaluation did much to improve professional attitudes."
  7. "I can see distinct improvement in the professional attitude of a considerable number of the faculty. I would not be too sanguine and say that this applies to the entire faculty, but there has been an improvement on the part of some and this, in turn, will undoubtedly affect and stimulate the rest."
- III. *Did the evaluation reveal weaknesses in your organization that were not fully realized before?*

*Answers*

41—Yes; 5—No; 16—Qualified.

The following are typical replies:

1. "Yes. In particular we believe weaknesses of our guidance program and our physical education program were emphatically brought to our attention."

2. "Not generally. I think we knew about them. They probably did, however, make some stand out."
3. "Although the evaluation itself may not have revealed weaknesses not shown, it did bring them to the staff members' attention in their true light."
4. "No, I don't think so. I think we had previously recognized most of them."
5. "Yes, or at least brought things we were indifferently conscious of forcibly to our attention."
6. "They were realized, but the evaluation definitely focused attention on improvement."
7. "Naturally certain weaknesses were revealed during the visit, one in particular being a greater need for correlation of subject matter. I think it also brought forth the need for checking outcomes."
8. "There were no outstanding revelations, but the work on evaluation made us more determined to take action."
9. "We were definitely made to realize certain deficiencies in our organization—for example:
  - "a. Our academic work was criticized as being too traditional for a school of this sort.
  - "b. It was brought to our attention that we needed a thorough follow-up study of our students.
- "These are only two examples—there are others."
10. "Yes, I believe that teachers had not fully realized that our program was too restricted for the students who do not plan to attend college."

*IV. In your opinion, were there strong features or weaknesses in your organization that were not recognized by the evaluating committee?*

*Answers*

28—Yes; 22—No; 12—Qualified.

The following are selected replies:

1. "We do not believe that any significantly strong features of our organization were missed. We do believe that the committee overlooked several weaknesses."
2. "Yes, I'm sure of that."
3. "No. They were good finders out. I could show them a few things that were overlooked but not very important."
4. "Very few."
5. "Yes, there are some strong features and weaknesses which we feel the evaluation committee missed. Yet it is possible that what we believe to be strong features may not be so important after all."
6. "No, they did a fine job."
7. "No, I believe both our strength and weaknesses were clearly evaluated."

8. "The committee isn't in a school long enough to evaluate student attitudes accurately. Matters pertaining to conduct develop very slowly and even though conditions may not be the best you would like to have, still they show great improvement over previous years. Also, the members do not and cannot determine weaknesses in personality traits which cause teachers to irritate students."
9. "No, I believe the evaluating committee covered rather thoroughly the situation at this high school."
10. "Some of each—not many."
11. "In the short time at their disposal our committee did a very fine job of detecting both strength and weakness. There were perhaps some weaknesses that escaped detection. Naturally a school pushes its strongest points into the foreground."
12. "The evaluating committee could not be and was not aware of the educational philosophy of the community, of the board of education, of the petty influences that have a decided effect on the well-being of the school. Having compared notes with faculties of other surveyed schools, I doubt if the evaluating committee was able to recognize that the program and activity survey was the same program that was presented every day and that no effort was made to falsify the situation and present any other than the regular program."
13. "There were probably some strong features and weaknesses within our organization that were not entirely appreciated by the evaluating committee but, on the whole, I would not say that they missed a great deal. I was surprised by the rapidity with which the committee spotted the strength and the weakness of the school. I do not believe that they made many mistakes."
14. "Most of the weaknesses or strong features were recognized by the staff members before the evaluation committee made its report."

V. *Have you recognized any detrimental effects of the evaluation?  
If there have been any, please indicate the nature of these.*

#### *Answers*

Forty-six stated that there were no detrimental effects.

Sixteen qualified their replies to indicate some detrimental effects on individual staff and board members.

The following replies are selected as significant:

1. "No, unless it would be that some staff members 'took' their individual ratings quite hard."
2. "I was not as tactful as I could have been in presenting the results to my individual teachers. There was a feeling on the part of the teachers who were evaluated highly that they knew what they were doing and, therefore, needed no further assistance from the supervisor. Ones who were evaluated less highly felt hurt and resented it. There was increased friction between teachers. In only one instance

did the teacher actually feel that her low mark was coming to her and that she should try harder to improve herself. That teacher, although graded rather low is a real progressive at heart—the only one I have on my staff.”

3. “No, I do not know of any detrimental effects. I think the results were very constructive.”
4. “Some of the teachers making the finest showing for the committee were the poorest teachers we had, but good bluffers.”
5. “The teacher reports should be sent back direct to the teacher and not to the general office where board members can use them in rating their staff.”
6. “Some of our people were discouraged because they had to wait such a long period of time for the report.”
7. “A feeling on the part of the teachers of academic subjects that vocational and skill subjects were rated too highly because they were ‘showy’.”
8. “The faculty felt that a great amount of time was wasted through having to use a yardstick geared to the machinery of the city school or large-sized school. Any detrimental effect would be the faculty feeling that the real interests of the small school had been to a certain extent ignored in the preparation of the yardstick.”
9. “Yes, junior high faculty members of nearby building were thankful they did not have to take part.”
10. “Yes. After the survey the board of education wanted to know the RESULT of the evaluation. It put the question bluntly—‘Did we pass inspection?’ While I attempted to explain that the survey was not an inspection and did not even attempt to set standards, the result was that if the school met the state standards for high schools and had survived the evaluation, it was time to call a halt on expenditures for anything other than salaries. This, I believe, could have been prevented by asking the board to sit in with the faculty and the evaluating committee.”

*VI. Have there been any concerted efforts to bring about improvements in line with needs revealed through the evaluation? Please indicate the nature of these.*

#### *Answers*

All replies but one indicated definite efforts to improve in line with needs revealed through the evaluation.

The following are selected replies:

1. “Yes. Results of the evaluation have been the subject of faculty committee’s study and work since the evaluation. The administration and the board have taken steps to correct needed conditions in equipment, personnel, etc.”
2. “Yes. We had seven faculty meetings on parts G and E.”



3. "Yes. As a result of a recommendation of the evaluating committee, our faculty is holding an extension class once a week in our own school to further the study of our curriculum."
4. "Yes, very definitely. The reports returned by the visiting committee have been made a source of study material for the members of the faculty. The report on the school plant was given special attention by the school board and enabled me to obtain a number of improvements."
5. "Departmental meetings are held, particularly in English, with the idea of correlating the different years. We have done the same thing in a general sense in our faculty meetings."
6. "Each teacher has given careful consideration to suggestions made by the committee, and the results are beginning to be evident. Faculty meetings have been devoted to a consideration of suggestions affecting a group or the entire school. Improvements have been made and are being made as a result of the evaluation."
7. "Yes, we have attempted certain improvements. This year an integration committee has been at work and reports have been submitted to the office from the various heads of the departments indicating what has been done in co-ordinating the work among the departments and what can be accomplished. A survey of our graduating seniors is under way and various suggestions of the evaluators have been followed."
8. "Yes. We have made decided improvements in the democratization of our student-activity program. Our entire counselling plan has been reorganized, bringing a counselling committee into effect and making the teachers a part of the program. Our library has been improved and recreation facilities expanded and plant maintenance improved."
9. "Yes. We began at once to develop a pupil-activity program. We had a large haphazard unorganized activity program, but after the survey it was highly organized and given a definite place in the curriculum. The same was true of our guidance program. I do not believe that we made much progress in our teaching and outcomes."
10. "Definite improvements have been made in line with the needs revealed through the evaluation. Main features of these might be included as follows: Remedial and special classes have been organized to care for the pupil needs. Additional staff members have been added so there has been a decided improvement in the pupil-teacher load. The school schedule has added an additional period which has greatly improved the opportunity for students to select the classes needed, as well as allowing a flexibility in the school schedule. Physical education classes have been segregated according to grade, and library books of 'ancient' copyright have been discarded and more up-to-date books purchased. Greater use is being

made of supplementary textbooks and a greater use of visual aid. The second-year bookkeeping course has been eliminated from the program and decided improvements have been made in the various courses of study. Special emphasis is being given to student leadership in the classroom and opportunity for self-expression."

VII. *Have you observed any reactions to the evaluations in your community that are worthy of serious consideration?*

*Answers*

Replies indicated that all community reactions that were observed were favorable.

The following are selected comments on this question:

1. "Criticism against city schools was stopped due to much favorable statements of the evaluation."
2. "There was not a great deal of community reaction to the evaluation. It is probable that we should have publicized the matter more than we did."
3. "No. The board of education and more prominent citizens have taken a more co-operative attitude than before. Board of education was always good, however."
4. "No, I fear we have not brought the community into the problem."
5. "The only community reaction to the evaluation is a rather definite feeling and emphasis on the fact that this community is in need of a new high-school building."
6. "The reaction of the community was definitely favorable. The fact that the school was voluntarily asking for a committee to evaluate it placed the school and faculty in a favorable light."
7. "The men who were evaluating our school made a very fine impression on the community, and since we rated rather well, the general impression was, of course, good."
8. "People of our community were pleased that we were able to take part in this study."
9. "Yes. The committee recommended and gave reasons why a new high-school building was needed. Coming from an outside agency this has been given much attention by the public."
10. "In our case the evaluation report, as presented to the community, improved relationships and community understanding of school problems. The findings of the committee gave us confidence to continue our type of program."
11. "It is difficult to say. In a large city there is such a gap between the school and large parts of the community that it is difficult to bridge it. I believe that the reaction on the part of those interested in the school and in contact with it has been very good. We are also attempting to carry to the community some of the results, but it is a slow process."

*VIII. What is the minimum length of time that should be allowed for the self-evaluation and preparation for the visiting committee?*

*Answers*

Replies indicating time needed for preparation for a visiting committee varied from two days to one year. Majority felt that three months is ample time.

The following replies are considered significant:

1. "Not less than a half year of weekly teachers' meetings or less than a whole year of biweekly teachers' meetings. It is our belief that the maximum benefit of the work is to be found in the self-evaluation and preparation."
2. "An entire school year. It was done too hurriedly here for best preparation."
3. "It took us one year to self-evaluate and prepare for the committee and to do a good job. To get the complete value out of the study, it would be suicide to take less than one year's time. After all, one of the best results of the evaluation idea comes in the self-evaluation feature."
4. "Depends on organization and how vigorously it is worked. This is the most valuable part of the evaluation, unless the school organizes and works vigorously after the evaluation is over."
5. "We used six months very profitably. Possibly it can be done in less, but we feel that this amount of time is needed for proper thought on the subject."
6. "The minimum time should be one month's preparation and a maximum of two months. A short time makes for a concentrated study and does not permit interference—a long-time study program loses its value because of lack of intense effort."

*IX. From your experience, what recommendations would you make concerning the selection of the members of the visiting committee?*

*Answers*

All replies emphasized the importance of selecting experienced school people with sound judgment and sufficient prestige to make them acceptable by the staff members.

The following replies are of special interest:

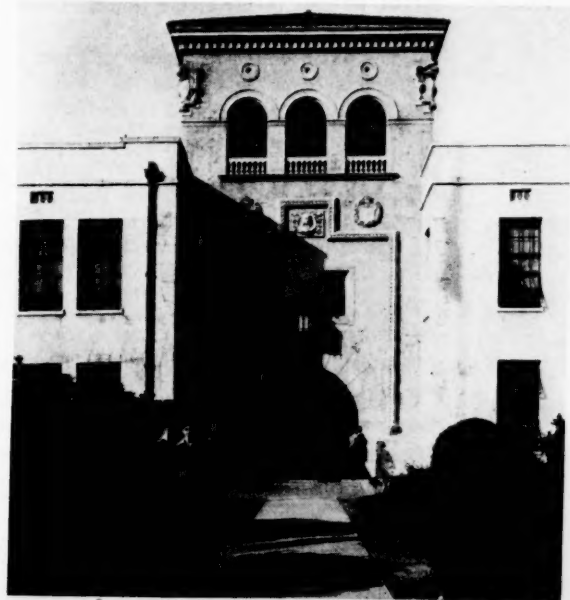
1. "It is my opinion that the committee should be made up of schoolmen in the field, classroom teachers, administrators, etc. There has been too much emphasis on the theoretical criteria as demanded by members of college departments of education and not enough emphasis on the actual practicability of such procedure in a given school or community."
2. "Should be competent, broad-minded men, free from traditional prejudices and well up on educational matters. Sources from which such men are picked are of little consequence as far as I can see."

3. "This is the most important factor in the evaluation.
  - a. Don't choose men who have not kept up with modern trends.
  - b. Don't choose young men fresh from summer school with little experience.
  - c. Be sure the men selected are interested beyond the point of curiosity and really work hard on the problem."
4. "I feel that administrators who know teaching procedure and administration in general would be the proper ones to select for the visiting committee."
5. "My recommendation for this committee would be as follows: One member to come from the Northwest Association of Secondary and Higher Schools, preferably one of the officers or committeemen; one member to be selected from the principals in the state who are cognizant with conditions in rural districts. I am wondering if the third member could not be the superintendent of this school district, or the president of the local school board in order that they might appreciate the conditions that do exist and the conditions that should exist."
6. "It takes good schoolmen to do a good job, not just any schoolman."
7. "More classroom teachers on the committees would result in better evaluation from the standpoint of the work of the committee and also the value of the teachers being evaluated."
8. "Men from schools of comparable size. Some good classroom teachers should be included."
9. "The major factor involved in the selection of the evaluating committee is that it should be headed by a chairman in whom the school has absolute confidence, — one whose training and experience together with sincerity of purpose leaves no question in the minds of the faculty on this score."
10. "Many of our committee members were from our own county and thus were conscious of our general backgrounds and some of our problems. It worked out very satisfactorily."
11. "Choose one or two good classroom teachers—bring people from a distance, not merely your neighboring schoolmen."
12. "This is the 'joker' in the whole scheme. Alleged education experts from university faculties are too far from the 'grass roots.' State department officials might have a 'G-man' complex, while neighboring administrators or teachers might not be sympathetic toward the evaluation idea."
13. "Our committee consisting of a representative of the State Department of Education, one college department of education representative, one librarian, one high-school principal, and four superintendents was very satisfactory."
14. "The selection, as it was, was satisfactory. An ideal committee might consist of two members from the state department and one superintendent with conservative ideas (with a disciplinary and college-

preparatory viewpoint), one primarily interested in guidance, another interested in the library as the center of the school, etc. Our committee was much like that."

15. "The committee membership should include a chairman thoroughly versed in evaluation technique, accepted as a professional leader, and possessed of Christ-like-personality traits. In addition to this the leader should have a few human beings who have had experience in a school similar to the one being evaluated. If possible there should also be included one or two who have been evaluated."
16. "There certainly should be representatives of teacher-training institutions so that they could get down to practical educational material to take back to their classes. The state high-school inspector and several administrators of similarly sized schools should be included."
17. "The present method of selecting members of the visiting committee is very good. I do believe, however, that the committee should be headed by a member of the State Department of Education. There are a number of reasons why I believe this is essential. Such a chairman would be absolutely impartial. He would have the results of previous experience to guide him in the organization of the committee and the approach to the faculty and he would be in a better position to judge the various schools on a comparative basis. I realize that this is asking a great deal of one man and I realize also that one man does not necessarily dominate the committee, but I do know that the faculty and the administration of this school would have approached the evaluation in a different spirit if it had not been headed by a member of the department of public instruction."

"Live to Learn  
and  
Learn to Live"



- X. *What suggestions would you offer concerning improvements in the technique of classroom visitation and conferences with teachers by members of the evaluating committee?*

*Answers*

All replies emphasized the need of more time to spend in conference with teachers. All admit that this is one of the most difficult phases of the evaluation.

The following are a few selected replies:

1. "I think the classroom visitation for rating purposes should be abandoned and the principal's or staff's rating accepted. We should not pretend to rate teachers, when we know very well that our period of observation is too brief. Class visitation, yes, but not for teacher-rating purposes—to get the spirit of the school, the atmosphere."
2. "Full periods should be spent in the classroom. Teachers should be interviewed both prior to the visit and after the visit. The situation can never be normal for this sort of hasty appraisal of teaching. In any event every effort should be made to come into the classroom prepared for what you are to look for and considerable rapport should be built up between the teacher and the investigator prior to the visit."
3. "I believe this is the weakest phase of the evaluating program. Teachers feel that it is impossible to evaluate correctly their work in two or three short visitations. This is undoubtedly true, yet I would not be in favor of dispensing with this phase of the evaluation program. It is surprising to what an extent the evaluation of the various teachers in my faculty coincides with my estimation of their work. Even though the teacher recognizes this weakness, nevertheless this phase of the evaluation program gives the whole program an importance in the eyes of the faculty that would be lacking if they were not to be evaluated themselves."
4. "The main suggestion would be a follow-up with the teachers visited and a conference after. Some may question this and claim they are evaluating and not coaching the teachers. I personally believe the only worth-while values come from the help and stimulation they give the teachers and school. I suspect the evaluation will always be a very minor thing. Very weak schools will evade the checkup if possible."
5. "It was as well done here as might reasonably be expected. Still the visits were too short. Some teachers rated unfavorably justly commented on the short time given to viewing their work."
6. "Members' efforts are spread too thin. Visit fewer teachers for a longer time and have more conferences with them."
7. "One great improvement, I think, would be the visiting members' attempt to find out more definitely what the teacher is attempting to

do. In general, however, we were very well satisfied with the conduct and attitude of those on the committee. I feel that they did their best and cannot very well see how they could do better. I have certain definite criticism about the Criteria, however. I think the material should be cut down to about one-third of the space and some of the material eliminated. The comments and written recommendations of the educators who visited our school meant a great more to my mind than many of the seemingly needless statements included in the Criteria. I think that we could not have had a better committee. We were greatly pleased by their work."

- XI. *In view of the limited facilities of the Northwest Association and the State Department of Education to direct the work of evaluating committees to visit all schools within the time allotted to complete this program, do you feel that voluntary committees should be organized and directed by school executives entirely outside the State Department?*

#### *Answers*

Practically all replies expressed the opinion that it is not necessary to have a copy of the report on the evaluation go direct to the chairman or clerk of the school board. The consensus of opinion expressed was that the report should be presented to the board by the administrative head of the school.

Practically all replies expressed a strong opinion that all visiting committees should be headed by a representative of the State Department of Education.

The following are a few selected replies:

1. "I believe that in this state a certain number of schools—say about ten—should agree to help each other evaluate the schools included in this group. Let the schools selected be determined by geographical location and road facilities."
2. "I feel that a voluntary committee organized outside of the state department would be very valuable, probably as much for the membership of these committees as for the schools visited, because I believe it is always beneficial for teachers and principals as well to visit other schools and see and discuss other systems in operation."
3. "I feel that the direction of the evaluating committee should emanate from someone qualified in the state department or someone appointed by the state department. At the same time, I believe that school executives should offer all the co-operation possible. Getting ready for an evaluation in a small school such as ours is a big job, but a stimulating one. We all felt that we got a lot of good out of it."
4. "The real value is in self-evaluation, but nevertheless this is motivated by the fact that a committee with official standing is to make a visit. While the organization of voluntary committees might be of



value, it seems to me that the visit of a committee organized by the state department will be the most effective."

5. "It is my opinion that voluntary committees are a very wonderful solution to the problem. I wonder if the whole procedure could not be made less difficult and more effective by simplifying the Criteria."
6. "No. I believe the program would be far from satisfactory without the directing and co-ordinating leadership that has been so well given by the state department."
7. "It seems to me that, if uniformity both of the objectives and the technique of evaluation should be achieved, the evaluation of high schools in this state should be supervised by some central organization; and with the set-up in our state it would seem that the state department is in an ideal situation to furnish this service. I recognize, of course, the serious difficulty faced by our state department in lack of funds to provide an adequate professional staff. I am still hoping that the coming legislature will see fit to improve the situation."
8. "My own sentiments in regard to the value of this evaluative program are too well known to record them. I think it is positively the grandest thing that has happened in secondary education and I wish to God that we could find some way of hiring men like Stetson and other high-calibered educators to make it a permanent and full-time proposition to evaluate and check upon high schools. I believe that within five years we would see results that are so astounding that we could not believe they actually occurred.

"I can honestly say that there has been nothing more stimulating passed through my whole professional career than this same evaluation. As a matter of fact, our faculty still studies and discusses it and measures itself in terms of the evaluation that we were given several years ago. I am in favor of the committee form. I believe that it should spend at least three or five days in every school. I believe that the executive head of the school system should be allowed to sit in at the conferences held during the time his school is concerned and I think he should be furnished with a free and unbiased report of the committee's action. I think that some method of local contribution should be worked out to take care of the committee's expenses. I think the high school should match the Northwest Association's funds or the district should bear the entire cost or some similar situation, because it is not just to the evaluators to ask them to spend any of their personal funds for this work."

## Use of the Evaluative Criteria in State Supervision

T. G. PULLEN, JR.

*State Superintendent of Public Schools*

EARLE T. HAWKINS

*State Supervisor of Secondary Schools*

TO MAKE CLEAR the way in which the Evaluative Criteria were used in Maryland, it is necessary to give a brief picture of the organization of the public school system in the state. There are only twenty-four school units in Maryland—one in each of the twenty-three counties and in the city of Baltimore. By charter the Baltimore city system is an autonomous unit, though it receives State and Federal school money through the State Department of Education. Each county has a board of education composed of from three to six members and a county superintendent of schools appointed by the board. In each county the school organization operates just as that in any well-organized city, in that the board of education has the responsibility for education throughout the entire county, assigns teachers and principals where it wishes, erects buildings where they are needed, and conducts the educational affairs of the county without regard for district lines except, occasionally, as a matter of convenience in assigning children to particular schools. Each county has a single tax rate, and all teachers in the county are paid the same salaries regardless of the locations of their schools. The population of the various counties ranges from 10,500 to 156,000. There is at least one supervisor of elementary schools in each county and several of them have secondary-school supervisors.

### THE MARYLAND SCHOOLS SYSTEM

Outside of Baltimore there are in Maryland 149 white and thirty-three colored secondary schools. These are an integral part of the school system of the various counties in which they are located, and are under the control and supervision of the county boards of education and their professional staffs. The secondary schools, both white and colored, are supported by the county in which they are located and also by the state, basic state high-school aid being allowed in every case, and further aid being allowed if the secondary school is in what is known as an Equalization Fund county. (An Equalization Fund county is one in which a fixed tax rate of fifty-one cents on one hundred dollars of assessed property does not provide enough funds to pay for the minimum program of education required by state law. The difference between the amount of money raised by the fifty-one cents tax and the amount necessary to carry the minimum program of education is paid to the county by the state; hence the designation Equalization Fund county.)

Each county has control of its own school affairs, although the State Department of Education exercises certain powers. Each county is

required by the state law to meet such standards as a minimum school year of one hundred eighty days; a minimum school day of six hours; the employment of professional staff members and teachers with fixed requirements; the payment of minimum salaries to teachers (\$1,200 to \$1,800), although higher salaries may be paid and in many counties are paid; and compliance with other general provisions of the law. Teachers have tenure after a probationary period of two years.

It is important, also, to understand certain facts about the operation of secondary schools as these facts have a bearing upon the attitude of the State Department of Education and the county school authorities in respect to the use of the Evaluative Criteria. The laws of the state in respect to the organization and operation of secondary schools are very specific. For instance, the length of the school year; the qualifications of teachers (state certificates are necessary for regular appointments); the salaries of teachers; the requirements for graduation from the secondary school (based on quite liberal state standards); the adequacy of equipment and textbooks, for which state aid is given, but which are selected by the local authorities; the ratio of teacher-pupil load; the curriculum (limited, of course, in small schools by prohibitive costs); these standards and others are set up in general by law and must be carried out in each school by the county school authorities. This last statement must not be taken too literally; for instance, there is on the statute books in Maryland no legislation requiring a specific course in the secondary schools of the state. Basic secondary-school requirements are set up by the State Department of Education, after consultation with the various principals, teachers, and superintendents. In effect, secondary schools in Maryland are both county and state secondary schools. The State Department of Education is one of the two accrediting agencies operating in the state (the other being the Middle States Association of Colleges and Secondary Schools), and, in addition, the Department is required also to see that each school meets the various legal standards, which are those of accreditation. Actually, then, every public secondary school in Maryland must be an approved school. *Accreditation so far as the state is concerned is automatically taken care of, and any use of the Evaluative Criteria for this purpose would be of no value.*

To one not familiar with the Maryland situation, it might appear that each local community has but little to do with its secondary school. Such is not the case, however. The State Department does, it is true, exercise considerable authority over the state secondary schools, but the professional leadership of the State Department staff and the mutual confidence and good will of state and local school officials and supervisors is generally recognized. There are three state high-school supervisors, each of whom has an assigned territory in which he works with the white schools; there is a special supervisor of colored schools. These professional staff members devote their entire time to supervision in the secondary

schools, and perform all the duties usually considered a part of such work. There are, in addition, special state supervisors of subjects such as industrial arts, home economics, agriculture, physical education, so that the task of the general supervisor is not so burdensome as it would otherwise be. The chief purpose of all supervisors is the improvement of instruction, the term being used in its broadest sense.

#### USING THE EVALUATIVE CRITERIA

When the Evaluative Criteria were developed, the state supervisors were convinced that the Criteria were a device that would be of inestimable value in improving instruction and the quality and kind of educational opportunities offered in the secondary schools of Maryland. After consulting with various groups of principals and superintendents, the supervisors decided to use the Criteria over a period of years in every secondary school, both white and colored. How this was started and is being carried out will be discussed later.

Several Maryland principals assisted in formulating the original Criteria, and one of the writers of this article, then serving as the State High-School Supervisor in the central area of the State, was a member of the evaluating committee studying the two Maryland schools included in the original 200. These schools were the Greenwood School for Girls, a private school for white girls, and the Douglass High School, the senior secondary school for colored children in Baltimore. Following a study of the Criteria by the supervisors and several interested principals, it was decided to ask the *Co-operative Study* group in Washington to furnish the State Department of Education a member of its staff to conduct six experimental evaluations in the state, in order to give as many Maryland school people as possible a chance to determine the value of the application of the standards. Accordingly, for three weeks the *Co-operative Study* group loaned the State Department the services of Dr. Alstetter, and during this time he conducted evaluations of the following schools: Salisbury and Denton in the eastern supervisory territory; Catonsville and Bethesda-Chevy Chase in the central territory; and Middletown and Fort Hill in the western territory. The state high-school supervisors and several principals and superintendents participated in these evaluations and thus were trained in the techniques of administering the Criteria.

The schools selected varied in size from fewer than three hundred pupils to more than one thousand five hundred. Special care was exercised to avoid anything that might appear as comparison of the standards of the schools. The total thermometer was therefore not used and no publicity was given the findings. A thorough discussion was held on the value of the results, to determine the advisability of continuing the evaluations in the other secondary schools of the state. The attitude of the participants as to the worth of the evaluations was favorable—enthusiastic in some cases. Reports of the study were made to the other superintendents and

principals, and the State Department of Education offered the service to any school requesting it. Requests came from every county in the state and it was necessary to plan a definite program of evaluations.

The experimental evaluations had been made during the school year 1938-39, and the program for the gradual evaluation of all schools began the following year, 1939-40. Each of the three state high-school supervisors directed the evaluation of ten schools in his territory. The following year a smaller number of schools was selected, the total being eighty. During the present year an even smaller number is being evaluated. The decrease is due not to any lessening of interest, but to the pressure of work entailed in a study-program recommended by the School Survey of 1941. It is planned to complete the evaluation of all schools within a few years. The war situation, however, may affect the program to some extent.

It may be of interest to note that the Criteria were used to make a special study of school libraries, in the hope of effecting improvement on a State-wide basis. From the information assembled, it is expected that certain recommendations for strengthening library service in the schools will be developed. A similar procedure with respect to guidance,<sup>1</sup> pupil activities, and the like will be followed.

#### HOW THE CRITERIA WERE USED

It is obvious that planning and carrying out during the past three years an evaluation program which has comprised more than seventy-five schools has taken a quite large proportion of the supervisors' time. In the early stages of the program the following general principles of operation were decided upon and followed:

1. At the start of an extensive program of evaluations, expert help is needed to train a nucleus of directors in the techniques of applying the standards.
2. There must be competent leaders free to devote sufficient time to direct evaluations properly.
3. Sufficient time must be allowed to conduct an evaluation properly. In the beginning the committees were working day and night in order to complete the evaluations within a short time, and consequently were worn out before the job was finished.
4. Full co-operation of the local communities is needed. The invitation for the evaluation should come from the local school. (This is written from the viewpoint of a state program of evaluation under the direction of the State Department of Education.)
5. There should be a sufficient number of competent and interested participants, but they should not be so numerous as to get in each other's way.
6. The expenses of the visiting committee should be borne by the school system or systems from which the participants come, because they will then feel no obligation except to perform the best professional job possible, and further because the participants are benefited professionally by their work. In other words, the participants are sent for the profes-

<sup>1</sup>The guidance blank was used in a study of the guidance program in the secondary schools of New Jersey. A report of this study was made by the State Association of Secondary-School Principals following the survey.



The good school trains its pupils in the art of discussion. Throughout the nation, the visiting committees found thousands of secondary-school pupils seriously discussing school, local, state, and national problems with the ability of many adults.

sional good they can do and for the professional growth that will accrue to them and to their schools. (This plan, of course, is not feasible or possible where the state school system is not highly organized and where the program is not state-wide in its significance. Moreover, the program in Maryland has the added advantage of not being concerned with the problem of accreditation; its main object is the improvement of the school and the professional development of the various participating principals and teachers.)

7. The program of evaluations should be planned over a wide area and sufficiently far in advance so that each school can make a thorough and detailed study of its own situation before being evaluated. This is one of the main values to be secured from the work. There has been a steady growth evolving from the feeling that the weeks of preparation constituted a "getting ready" for the "survey" to the realization that the entire experience *is* the survey, the visit of the committee being merely a concluding incident.

In a consideration of the use of the Evaluative Criteria as a supervisory procedure rather than as a program for accreditation or evaluation primarily, it is necessary to keep in mind the influence and the benefit both on the schools evaluated and on the visiting committees which carry on the evaluations. It is hard to estimate which receives greater returns—the school which from the committee's visit will get objective evaluations and concrete suggestions as to further progress in its program, or the members of the visiting committee who spend several days in the school carrying on a thoroughly professional type of evaluative activity. It might be said that the visiting committee renders a professional service to the school in giving the school the best judgments that come from the members' combined thinking. On the other hand, the school renders a service to the visiting committee by making available its complete set-up for a professional evaluation. The two or three days' visit might be called for the committee an intensive seminar in secondary education, with an actual school as a laboratory.

#### THE MAKE-UP OF THE VISITING COMMITTEE

The make-up of the visiting committee is important. It is wise to keep in mind always the educational growth that will come to committee members from serving as evaluators, but it is also equally important to keep in mind that the committee must be made up in such a way that its judgment will be respected by the school. In other words, if people are put on the committee only on the basis of their own educational growth, they may not be able to give an adequate evaluation of the school; while if only people of maturity and experience are selected, some capable but inexperienced people are deprived of the growth that would come through serving on committees. In general, it is probably wise for from a third to a half of the visiting committee members to be people of some experience. It is probably wise also for not more than one-half of them to be from the county in which the school to be evaluated is located.

The opportunity to serve on a visiting committee has from the very beginning been looked upon and emphasized as a professional opportunity



rather than as just a job to be done. Superintendents have not only been most co-operative in releasing school principals to serve as members of visiting committees; they have often paid all or part of the expenses of the principals because of the benefit they receive from serving on a visiting committee. In fact the question of expense on evaluations has never been a serious one. In most instances the schools have provided lunch for the visiting committee, and often the superintendent has entertained the entire committee for dinner. Where distances have not been great, members have driven home at night; in other cases, principals have had all or part of their expenses as committee members paid by their own superintendents. Many principals have said that they would be perfectly willing to pay their own expenses for at least one visiting committee experience a year.

#### THREE LEVELS OF EVALUATION

It can be seen readily that the evaluation of a school by an outside committee can be administered on at least three levels. The *first* level (which might be termed the lowest level) would be simply to have a capable committee come into the school in order to give "the right answers," as far as possible, concerning the effectiveness of the school's program. If the committee were operating on the *second* level, the members would have constantly in mind not only an accurate evaluation of the school's program but also development of suggestions for improving the school services to the pupils. What might be called the *third* level (which would naturally include also the other two) would be that the activities of the visiting committee would constitute a thoroughly professional experience for the committee members. It might be said that from the school's viewpoint the outside committee adds objectivity and an *extensive* knowledge of many school situations of varying sizes and types to the school's own *intensive* knowledge of its program and activities. The pooling of these two types of educational background—both intensive and extensive—gives to the school a more reliable judgment than would be obtained from either group operating separately.

Manifestly, it would be impossible to conduct an evaluation by an outside committee without operating somewhat on each of the three levels mentioned above. However, there arise specific instances in which the chairman of the committee has to keep at least in the back of his mind the three purposes. For instance, in committee deliberations there will occur times when, if all that is sought is the most accurate evaluation for a certain phase of the school's program, the committee deliberations can readily be cut short. However if the chairman has in mind the educational growth which comes to committee members he will occasionally let discussion proceed—not because they are absolutely necessary to an adequate evaluation of a certain question in the Criteria but because the committee members are having a valuable experience in the "give and take" of

opinions. The chairman who is interested in this latter phase will find many times when it is difficult to decide whether to cut the discussion short because the hour is growing late or let the discussion proceed because of the obvious benefit to the participants!

One of the finest things about the program in Maryland has been the increased professional and social relations between and among various school people in the Middle Atlantic area. There could be mentioned at least five groups, members of which might not have worked together in as close associations as they have during the last three years had it not been for the secondary-school evaluation program. The five groups included here are (1) the public school people of the State of Maryland in general, (2) the public school people of the City of Baltimore, (3) the public school people of the City of Washington, (4) private school people from both Maryland and the District of Columbia, and (5) members of college faculties from practically all the colleges in the area. Many evaluations have included members of three or more of these groups. It is doubtful if there is in the state an institution, public or private, which has not been connected with the survey program through faculty members serving on visiting committees. One of the principals recently remarked that he felt much more at home at the Regional Principals' meetings and the State Teachers' meetings because of the renewing of acquaintanceships with people with whom he had served on previous evaluations.

#### BENEFITS DERIVED BY THE SCHOOLS

So much for the discussion of the state program as it refers particularly to the experiences of the visiting committee members. Let us turn again more specifically to the schools being evaluated. The state supervisors have emphasized continuously the time-worn maxim that out of the evaluative experience a school is likely to get as much as it contributes. The Evaluative Criteria constitute by far the most comprehensive check-list ever made available for checking a secondary-school program, and the use of these materials can constitute an extremely valuable experience for any school group. However, such an experience does not come automatically. To help schools get the greatest benefit possible from their survey experience the supervisors have from time to time emphasized several points. The first of these is the importance of the school's accepting the entire experience as a chance for educational growth, minimizing as far as possible the desire to "make a good showing." Obviously human nature being what it is, this desire will persist to some extent in almost any school. To the extent, however, that a school really looks forward to evaluation as an educational opportunity is it likely to benefit from the results. Schools have differed, for instance, about informing the pupils that the committee was coming. In some schools pupils had obviously been looking forward to the committee's visit for days, but in at least two schools they were told simply on the morning the committee was

due that there would be a number of visitors in the school for the next two or three days.

Schools have also had to be cautioned against the tendency to expand their program in an unwholesome fashion merely to have certain things existing by the time the committee arrives. Likewise, an inclination to be avoided is that of rating something "superior" merely because it is better than it used to be—or rating it "average" because it now exists, whereas previously it was lacking! Usually such ratings are given because the school lacks the necessary background for comparison.

#### POLICIES PROVING HELPFUL

Above all, schools should avoid (as much as possible) "getting jittery" about the entire procedure. They can expect friendly, professional committees and need not dread the committees' visits. Particularly when the program of evaluations is new, it is extremely important to do everything possible to have the teachers of the school concerned feel that the experience will not be a terrifying one, to try to convince them that the visitors will be thoroughly professional, and to have the teachers realize that the sole purpose of the program is the betterment of the school. The following policies have proved helpful in Maryland in this regard:

1. Before a school is evaluated, its principal should have served on at least one visiting committee—preferably on more.
2. The state supervisor or some other qualified person should go to the school some months ahead of the committee's visit and go over the entire evaluation program with the faculty, clearing up all possible points and answering all questions.
3. The tension is greatly lessened if some arrangement is made whereby the teachers can meet the visiting committee as soon as they arrive and before they begin their official visiting in classrooms.
4. Likewise, some kind of social get-together such as a tea on the afternoon of the second day is worth-while because of the resulting friendly relations.
5. Furthermore, if, just before leaving, the chairman or in some cases the entire committee can meet with the principal or the school administrative group or the entire faculty and bring the evaluation to a formal close in a pleasant way, a "much better taste" will result. This is more difficult, of course, in the larger schools.

Needless to say, the entire evaluation program would be worse than useless—it would be vicious—if both schools being evaluated and visiting committee members did not look upon the entire procedure as an opportunity for professional growth. Every effort must be made to foster the finest kind of relations between the school and the visiting committee and among the various members of the visiting committee. It might be said that all evaluations should be characterized by the following four terms: *friendly, frank, objective, constructive*. The supervisors in Maryland have constantly stressed this viewpoint, and they feel that all evaluations have been conducted on an extremely high level of professional interest.

## THE WRITTEN REPORT

After the school has completed its self-evaluation, after the committee has come and gone, what tangible benefits does the school possess? The following three may be stressed:

1. The educational growth and experience that it has gained through study of its own program for a period of weeks or months.
2. The graphic report or book of "Educational Temperatures" which is returned to the school after the committee has left.
3. A complete written report analyzing the school's status in all departments and giving further suggestions for progress.

In the Maryland program this last feature, the written report, has been particularly stressed. The supervisors have often spent almost as long in carefully making up this report as they have in actually conducting the survey. In giving directions to the committee on the opening day, the chairman has told each subcommittee that he would like it to turn in with its area report a list of specific "commendations" and also recommendations. At the same time, of course, the chairman is taking notes both written and mental about everything in the school's program. The final written report is the result of what the supervisor knows about the school in general, of what the visiting committee members have said and written, and of what the supervisor's general observations are during the period of the evaluation. The reports have been organized to follow the areas of the Evaluative Criteria. Under each area, Guidance, Curriculum Activities, etc., a fair analysis and commendations have been listed and then recommendations have been made for still further improving the school's services in that particular area. Since the chairman of each evaluation is also the state high-school supervisor for that part of the state, the recommendations have probably been more specific, more numerous, and more of a supervisory nature than would have been the case if the chairman had been someone else. These reports have varied from ten to twenty-five typewritten pages, single spaced. One copy is sent to the school, one to the county superintendent, one is retained by the high-school supervisor, and the fourth is filed in the state office.

It must be said that in general the schools have taken the reports seriously and have made definite effort to use them in their own program of educational growth. In many instances the supervisor has returned to the school a half year or a year later, has spent a day in visiting and talking with the principal, and then sometimes has met with the entire faculty to discuss progress made subsequent to the survey and further steps that may be taken. This follow-up after the completion of the evaluation is exceedingly important. The supervisors have emphasized the point that the written report can be used as a "platform" for the school's program for several years, but hastened to add that the school should not follow the report blindly. However, in most instances the school and report will agree on nine-tenths of the recommendations, and certainly the other ten per cent can be discounted for the present.

## THE USE OF THE THERMOMETERS

Relatively little emphasis has been placed on the book of "Thermometers"—not that they can be extremely valuable but comparison of the school with other schools is only one element leading, possibly, to improvement. As in standardized test results, the only justifiable use of results is to effect improvement. It is easy for a school to be either dismayed by low ratings or lulled by high ratings into a state of doing nothing. The actual ratings are probably less important than the relative ones. The fact that a school is in the seventieth percentile in a certain area is less important than the fact that while in most areas it is above the average it drops considerably below in the library, for instance; or that while it may be in the ninetieth percentile in most areas, it is only average in guidance.

In passing it may be noted that as schools over the country continue to be evaluated and continue to improve as a result of the evaluation, "average" will soon no longer be average! For example, in the two hundred experimental schools the median number of fiction books in the library was found to be 98. As more and more schools attain this average a higher average will necessarily obtain in the secondary schools as a whole.

## THE EFFECT OF THE PROGRAM ON THE SCHOOLS

The value of any program in connection with the secondary schools must be measured by the effect it has had on the schools. The answer here is unmistakable. The evaluative program, used as a supervisory device, has made a difference in the schools in the state. One or two areas of the Criteria may be taken as an example. In the field of guidance the State Supervisor of Guidance has found that nothing has facilitated his program more than the evaluation of school after school. Almost invariably he is asked to work with a school either during or immediately after the evaluative process. The following developments in guidance resulted at least partially from the program of evaluations throughout the state, in some cases coming about in specific schools that have been evaluated, in other instances being points of general improvement throughout the state because all principals have served on visiting committees and have become thoroughly familiar with a school's guidance program.

1. Schools have been made increasingly aware of the various types of guidance needed—educational, curriculum, post-secondary, vocational, avocational, social and civic, and personal. (Schools often tend to think too much of guidance purely in terms of vocational advice and information.)
2. The need for more comprehensive pupil personnel records has been brought out, a timely development in connection with the new and greatly expanded state high-school record card.
3. The many possibilities of various types of standard tests have been re-stressed.
4. The desirability of having in each school someone with guidance training has been noted.
5. The superficiality of much that is called "guidance" has been brought

out. The State Director of Guidance has worked in all schools that have been evaluated, giving suggestions as to how the program may be improved.

6. The importance of participation of all teachers in the guidance program has been stressed.
7. Schools have become aware of special advisory services (medical, psychiatric, etc.) now available and of the need for more.

#### USE IN SPECIFIC AREAS

The foregoing constitute only some of the results in the guidance field that have been noted on practically a state-wide basis since school people have learned from the evaluative experiences what a guidance program can mean. In another field, that of pupil activities, the following developments may be listed:

1. Many schools have discussed for the first time the real purposes and philosophy underlying the extracurriculum activities program.
2. The fact that the program of activities has been assigned a specific area in the Criteria has emphasized in the minds of many administrators the educational value of this area.
3. Schools have been made aware of the possibilities of all kinds of activities.
4. Pupil initiative and control have been re-emphasized.
5. The handling of finances in such a way as to provide educational growth for the pupils has been a new experience in many schools.
6. The custom of an activities period in the daily schedule is now characteristic of the great majority of schools throughout the state.
7. Social life is an element receiving increased attention in many schools. For instance, several schools have recreation for the pupils every Friday night. All schools are assuming increasing obligations in this area.
8. A Student Council of some kind is being attempted in practically every school.
9. A very wholesome opportunity has been provided for schools to check their program in every detail against sound concepts and criteria. All too often extracurriculum features have been added merely because they seemed "the thing to do" or because other near-by schools had them or because one of the teachers "took a summer school course" and came home afire to do something about it.

Similar lists could be compiled for every area of the Criteria. Perhaps the biggest general outcome is the awareness on the part of all principals of many unrealized possibilities in the school program. In an early evaluation, in a lull in the discussion, one principal looked up suddenly from his material and said abruptly, "Ye gods! Just think of all the things I could have been doing in my own school all this time and never thought about!" The following are some of the tangible results from the program as a whole:

1. Evaluations tend to destroy complacency and bring about real, constructive thinking.
2. Teachers get a chance to see the school program as a whole—to see further than their own departments or areas.
3. A sound basis for planning the school's program for several years to come is afforded.
4. The school philosophy is used as a real basis for a sound program.

5. Strong and weak points are brought out in clear relief, so that something can be done about them.
6. The emphasis on a thorough self-evaluation is extremely wholesome and constructive.
7. Schools have often literally "become alive" after going through the sometimes arduous but challenging experience of an evaluation.

The list could be extended. More than one supervisor has commented that when he walks into a school he can almost tell from the atmosphere of alertness which pervades the whole school that it has been evaluated recently. A principal remarked, "One of the finest things about this whole experience is that it makes us do what we ought to do anyway but probably wouldn't get around to doing in such an organized way."

#### STATEMENTS FROM PRINCIPALS

The following are verbatim statements of principals and other school officials, many of the comments being from letters written at the close of surveys:

"The *Co-operative Study* procedure is the most helpful supervisory device I have found."

"I have not a single negative comment. In all my training and school work, I have not experienced anything which I think has been so stimulating and has done so much constructively."

"The evaluation stimulated general professional growth more than any other single device I have had experience with."

"In general, I know of nothing which has been of greater value to me personally as 'in-service training' than the surveys I have taken part in."



Most schools had student councils.

—*Student Life*



"I am heartily in accord with our program of evaluations. I felt that ours helped our school, and I feel that I benefit personally from every committee on which I serve. I enjoy every one of which I am a member and have not as yet served on too many."

"The experience gained in working with a visiting committee has greatly improved my judgment in evaluating the activities of teachers and schools."

"I do not know who gets more benefit out of the visit of an evaluating committee, the committee or the school. Working with the committee members has been worth more to me than many courses in summer school."

"I wish I could express all the benefits I think the surveys have afforded."

"I want to tell you how much I enjoyed the survey experience last week. It was a real education to me and gave me some insights into my own problems which I could not otherwise have had. I sincerely hope that I may have the opportunity of working with you at some future time."

"I wish to assure you of my appreciation of the opportunity you are giving some of our school people to work with you in these surveys. I talked with Mr. W. during and following his work on the visiting committee. He indicated that he enjoyed the work tremendously and felt that he had profited much."

#### EMPHASIS ON PROFESSIONAL IMPROVEMENT

For twenty years, Maryland has placed a great deal of emphasis on effective professional supervision. During the last three years *Co-operative Study* evaluations have established themselves as one admirable way to carry on this supervision. That a program which has such fine potentialities can also be fraught with grave dangers is beyond question. The entire program *must* be carried on with the highest kind of professional spirit, *must* be administered in an efficient and impartial way, and *must* have the whole-hearted and sincere support of all concerned. Only to the extent that "school politics" are lacking, that a spirit of objectivity prevails, that school people are willing to "give and take" without rancor and without malice, that entire school staffs are willing to work intensively and enthusiastically on their problems, and that visiting committee attitudes are characterized by the terms *friendly, frank, objective, constructive*, will a program of evaluations be of real and lasting benefit.

The program in Maryland has had some weaker spots, some people occasionally failing to be as professional as they might have been, some schools not profiting from their survey experience as much as they should have benefited. By and large, however, the program has been of definite—perhaps in some cases, significant—value in the way of professional stimulation. Judged in terms of both its strong and its weak points, the program of *Co-operative Study* evaluations in Maryland has definitely justified itself as one very worth-while type of state-wide supervision.

## Use and Influence of the Evaluative Criteria in Ohio<sup>1</sup>

D. H. EIKENBERRY

*Professor of Education, The Ohio State University, Columbus*

INTEREST IN THE EVALUATIVE CRITERIA in Ohio dates from 1935 when a number of graduate students at the Ohio State University made critical studies of the first mimeographed edition and reported their judgments to the Administrative Committee on the *Co-operative Study*. Later, in 1936-37, ten Ohio secondary schools were evaluated as a part of the nation-wide experimental program.

The real emphasis on the use of the Evaluative Criteria dates from the meeting of the *North Central Association* in Chicago in March, 1939. At a meeting of the Ohio delegation to discuss what should be done to stimulate the use of the Criteria in Ohio it was decided that the *Ohio High-School Principals' Association* should be requested to promote a systematic study of the Criteria and to recommend the use of the Criteria in the evaluation of the secondary schools of the state.

At the meeting of the Principals' Association in April, 1939, a resolution was adopted asking the Ohio State University to offer a course during the Autumn Quarter 1939 in the use of the Evaluative Criteria. Such a course was organized and conducted by the Department of Education of the Ohio State University with approximately thirty principals and teachers from all parts of the state in attendance. In addition to the critical study of the Criteria, practical experience in the application of the Criteria was secured through evaluation of three secondary schools represented in the group.

From the intensive study of the Evaluative Criteria and from problems encountered in its application in the three schools, certain suggestions for improving and clarifying the instrument seemed advisable. Since it also seemed logical to offer recommendations for the continued study and future application of the Criteria, a special committee was organized to offer recommendations and suggested ways and means of furthering the use of the Evaluative Criteria in Ohio. The report of this committee, approved December 16, 1939, contained the following statement:

We recommend that the *Ohio-School Principals' Association* accept the responsibility for setting up a Permanent Executive Committee for the purpose of organizing and administering a state program for the use of the Evaluative Criteria, and that this Committee be composed of representatives from the State Department of Education, the state *North Central Association* committee, the Ohio College Association, and from the following divisions of the *Ohio Education*

<sup>1</sup>The writer was assisted in the preparation of this article by the following persons: Wayne C. Blough, Principal of the Sandusky High School, Carl C. Byers, Principal of the Gallia Academy High School of Gallipolis, Ben M. Hanna, Principal of the Norwood High School, and F. M. Shelton, Supervisor of High Schools, State Department of Education.

*Association:* the Classroom Teachers' Association, the City and Exempted Village Superintendents' Association, and the County Superintendents' Association.

On April 20, 1940, the *Ohio High-School Principals' Association* at the annual spring meeting passed the following motion:

That the president of the *Ohio High-School Principals' Association* appoint a committee to consider ways and means of furthering the use of the material developed by the *Co-operative Study* for the evaluation of schools. Said committee shall have the authority to solicit the co-operation of other organizations and institutions.

This motion was adopted and a committee of five under the chairmanship of Ralph D. Purdy, Superintendent of the Wellington Schools, proceeded to the task of developing plans for a state program. Its report, "Plan for the Administration of the Evaluative Criteria in Ohio" was adopted at the October 1940 meeting at the Principals' Association. This plan called for the appointment of a seven-member committee to be known as the Ohio Implementation Committee<sup>2</sup> on the Evaluative Criteria.

#### WORK OF THE OHIO COMMITTEE ON IMPLEMENTATION

The first item of work undertaken by the committee was the compilation of a "master list" of names to be available for schools planning visiting committee evaluations. This extensive list included all those persons who had served on visiting committees, as well as the names of all persons who had taken courses in the study and use of the Evaluative Criteria, or who were interested in the use of this new evaluative instrument. This file, containing the names of university and college professors, superintendents, supervisors, principals, teachers, and laymen, is located in the State Office Building, Columbus, Room 601, for use by administrators organizing visiting committees. While it will not be possible for the secretary to set up committees, it is hoped that administrators will make use of this file of trained and experienced workers when planning for the evaluation of their schools.

The committee was of the opinion that a state survey on the past, present, and proposed future use of the Evaluative Criteria should be made in order to determine trends and to serve as a basis for suggesting a future program of action. In February, 1941, a two-page inquiry was sent by the State Department of Education to every public, private, and parochial secondary school in the state asking for information concerning past, present, and proposed future use of the Criteria. At the Principals' meeting in April, a summary of responses to this inquiry was presented. Five hundred fifty-seven schools responded to the inquiry, of which two hundred twenty-one schools indicated that they were planning self-evaluations

<sup>2</sup>Other members for 1940-41 were Wayne C. Blough, Principal, Sandusky High School; Ben M. Hanna, Principal, Norwood High School; F. L. Simmons, Principal, East High School, Cleveland (succeeded in April 1941 by Edgar A. Miller, Principal of the West High School of Cleveland); E. J. Ashbaugh, Dean of the College of Education, Miami University; B. L. Stradley, Dean of the College of Arts and Sciences, Ohio State University; and F. M. Shelton, Supervisor of High Schools, State Department of Education; Carl C. Byers, Principal Gallia Academy High School was chairman, followed in 1941-42 by Wayne C. Blough of Sandusky.

in 1941-42 while eighty-three schools indicated that they were planning visiting committee evaluations for 1941-42 or later. During the school year 1939-40, and 1940-41, thirty secondary schools in Ohio were evaluated by visiting committees.

At its meeting in February, 1941, the Committee on Implementation agreed that there was a need to prepare criteria for "Standard Evaluations." After discussing the points to be included, the present writer was asked to prepare a draft for discussion. The document prepared by him was modified at a meeting of the Committee and then mimeographed and sent to all North Central schools of the state, to all schools which returned the questionnaire, and to all members of the *Ohio High-School Principals' Association*. The Criteria for a "Standard Evaluation," as agreed upon by the Committee, will be found in the next section of this article.

In order to be of greater assistance to those schools planning self-evaluations or evaluations by visiting committees the Committee approved a plan to name a regional committee<sup>3</sup> for each of the six districts of the Ohio Education Association.

Early in the work of evaluating schools in Ohio it was discovered that the Manual, *How to Evaluate a Secondary School*, did not constitute a satisfactory guide either for self-evaluations or for visiting committee evaluations. In the summer of 1940 a *Supplementary Field Manual* was produced by a group of graduate students at Ohio State University. Later *A Manual for Use of Visiting Committees in Evaluating Secondary Schools* was produced for experimental use. The outstanding feature of the latter manual was a set of forms to be used by subject and section committees. The value of these two manuals led the Committee on Implementation to the conclusion that an extended manual on the use of the Criteria was desirable. Such a manual was produced in the summer of 1941 and is now available to all schools of the state and to others interested in it.<sup>4</sup>

#### CRITERIA FOR A STANDARD EVALUATION

As previously mentioned the Ohio Committee on Implementation believed it desirable to propose guiding principles or criteria for school evaluations. These criteria in abbreviated form follow:<sup>5</sup>

- I. *The evaluation is an outgrowth of local leadership and staff interest; it is not imposed by any authority outside the school.*

It is the belief of the Committee on Implementation that all evaluations should be voluntary on the part of the local staff. An exception to this may be made in the case of schools applying for membership in the North Central Association. The State Committee, if it deems desirable, may require an evaluation of schools applying for membership in the association.

<sup>3</sup>The following were appointed as chairmen of the district committees: Northeast—Principal S. F. Jameson, Ashland; Northwest—Principal Wayne C. Blough, Sandusky; Central—Principal O. H. P. Snyder, Marion; East—Principal M. A. Povenmire, Coshocton; Southeast—Principal Carl C. Byers, Gallipolis; and Southwest—Principal Ben M. Hanna, Norwood.

<sup>4</sup>*Ohio Plan of Using the Evaluative Criteria*, Columbus, Ohio. F. J. Heer Printing Company, 386 South Fourth Street. 1941. 235 pp. Paper bound, 75c; cloth bound, \$1.00.

<sup>5</sup>*Ibid.*, pages 24-28.

- II. *The evaluation is prepared for by the entire school staff with participation wherever possible on the part of the pupil population and with fullest possible community participation.*
  - A. The actual work of evaluation—the use of Sections D to L—is carried out only after the school's philosophy and objectives have been formulated by the staff, pupils, and community representatives as suggested in Standard I of *Ohio High-School Standards*, 1937, on the basis of complete information about the pupil population and school community as contained in Section C of the Criteria.
  - B. Those participating in the self-evaluation are organized into working committees.
  - C. In organizing each subject committee one or more persons are included who are not working in the area concerned. Likewise, in organizing the section committees outside representation is secured.
- III. *The evaluation has as its first major step the self-evaluation indicated in II above. This self-evaluation is based at all points on the school's philosophy and objectives.*
  - A. The school spends at least one school year in completing its self-evaluation.
  - B. Frequent faculty meetings are held for the purpose of reporting progress and for discussion of issues that have arisen.
  - C. The decision to invite evaluation by a visiting committee comes from the staff of the school.
- IV. *The evaluation has as its second major step an evaluation by an outside committee of qualified experts, properly organized and with sufficient time for their work.*
  - A. The size of the visiting committee is determined by the size and program of the school. The committee is large enough to allow completion of the evaluation, except in very large schools, in three days exclusive of the organization meeting.
  - B. At least fifty per cent of all members of the visiting committee are experienced in the use of the Evaluative Criteria, selected from the list prepared by the Committee on Implementation.
  - C. In the case of each Subject and each Section Committee the chairman and at least fifty per cent of the remaining members are experienced people.
- V. *The outstanding findings and recommendations are summarized in a written report prepared by the general chairman.*
  - A. The report includes a summary of the most significant findings and a set of recommendations made by the general chairman from all available data.
  - B. The report is mimeographed by the local school and copies furnished to (a) all members of the local staff, (b) all members of the visiting committee, (c) the Committee on Implementation, and (d) the State Department of Education.
- VI. *The evaluation is followed by a carefully planned program of improvement.*

This is planned by the staff with assistance where appropriate by pupils and community representatives upon the basis of the report of the evaluation.

VII. *The evaluation makes a contribution to (a) teacher-training institutions, (b) State Department of Education, and (c) the State North Central Association by furnishing data concerning the implications of the evaluation.*

- A. Each teacher in the school evaluated and each member of the visiting committee will submit a brief statement of the implications.
- B. The Committee on Implementation will from time to time summarize these implications and send to the institutions mentioned in (a), (b), and (c) above of section V.

#### SPECIAL FEATURES OF THE OHIO PLAN

##### 1. *Voluntary Nature of Evaluations*

From the beginning all evaluations have been on a voluntary basis. Neither the State Department of Education nor the state *North Central Association Committee* has brought any pressure to bear upon local schools. No special evaluating committee has been set up by the State Department of Education to serve as an official evaluating body. In many of the evaluations conducted to date a representative of the State Department has been present as a member of the visiting committee. No formal reports of evaluations have been made to the State Department. However, several schools have had their written reports mimeographed and copies placed on file in the State Department.

The question of having evaluations by visiting committees serve in lieu of visitations by State Department representatives has been discussed several times in the Ohio Committee on Implementation. It is possible that some plan may be worked out between the *Principals' Association* and



Activities extend beyond the classrooms. Some of the secondary schools had Angler Clubs.

the State Department to give evaluations that meet the criteria for a "Standard Evaluation" something in the way of official recognition.

## 2. *Professional Nature of Evaluations*

From the beginning Ohio evaluations have been conceived as opportunities for co-operative attacks on common school problems. The rating of the local school on the thermometer scales has been minimized in favor of suggestions to the school, and at the same time to all schools represented by the visiting committee, for the improvement of the total school program. Real opportunities for professional growth exist when visiting committee members and members of the local staff engage in extended discussion of the problems that have arisen in the course of the evaluation.

## 3. *The Self-Evaluation*

It is believed in Ohio that the most important aspect of an evaluation is the self-evaluation. With this idea in mind the Ohio Committee on Implementation has emphasized in Chapter II of *The Ohio Plan of Using the Evaluative Criteria* the practical steps necessary in preparation for and desirable procedure in the self-evaluation. Suggestions are found in the same chapter for making use of the *Ohio High-School Standards* and the *North Central Association Criteria* in making the self-evaluation.

With respect to the time that should be devoted to the self-evaluation the following statement is made in Chapter II of the above-mentioned book:

If a school sets as its time goal thirty weeks for the completion of an evaluation, including the visit of an outside committee, it might well allow one-third, or ten weeks, for the formulation of its philosophy (Section "B") and the survey of the school and community population (Section "C"). The next one-half of the allotted thirty weeks, or fifteen weeks, might well be used for the completion of all other sections of the Criteria. . . . This plan would leave one-sixth of the total time, or a period of five weeks, to prepare for the visiting committee, to conduct the evaluation, and to present the committee's findings.

## 4. *Composition of the Visiting Committee*

The early evaluations of 1939-40 made use of large committees. The practice has been continued in the belief that small committees cannot function satisfactorily because of their small size, and because of the difficulty in securing expert assistance in all phases of an evaluation. Experience in Ohio has shown that a typical group of secondary-school principals is weak in such aspects of an evaluation as foreign languages, music, arts and crafts, industrial arts, homemaking, agriculture, and library. For this reason and for the additional purpose of affording the maximum opportunity for the exchange of ideas during the evaluation period relatively large committees including teachers, trained librarians, and others as well as administrators have been generally used. The size of committee that has been found to function satisfactorily may be illustrated by the committee that evaluated the Ashland High School in March, 1941. The com-



mittee that evaluated this secondary school of forty-eight teachers and thirteen hundred pupils consisted of forty-six persons distributed as follows:

Secondary-school teachers .....	13
Secondary-school principals .....	9
Superintendents or assistant superintendents.....	6
College teachers .....	6
Businessmen .....	4
College deans .....	2
College president .....	1
Public librarian .....	1
County superintendent .....	1
City supervisor of music.....	1
Supervisor of secondary schools, State Department of Education.....	1
Farmer .....	1

### 5. Organization of the Evaluation Period

The suggested schedule for visiting committee evaluations is discussed in detail in Chapter III of *The Ohio Plan of Using the Evaluative Criteria*. Excerpts from this chapter will make clear the schedule that seems to be desirable in the light of two years' experience.

Experience in Ohio with the use of the Evaluative Criteria by visiting committees leads to the conclusion that no evaluation should be attempted in less than three days unless the school is a very small one. At least three days should be devoted to the evaluation of all schools of two hundred to two hundred fifty pupils and over.

The three-day schedule suggested here has been developed on the basis of experimentation in a number of Ohio evaluations. It is preceded by a meeting of the Committee on Philosophy and Objectives with the school's corresponding committee some time during the afternoon of the preceding day, and by an organization meeting of the entire visiting committee that night. If a local evaluation is to be made on Tuesday, Wednesday, and Thursday, the complete schedule may well follow the plan below:

#### *Monday Afternoon*

The meeting of the committees on Philosophy and Objectives should be scheduled as early as convenient during the afternoon. Arrangements should be made by the local principal for all members of the school's committee on Philosophy and Objectives to meet with the visiting committee. The purpose of this meeting is to examine carefully, in the light of a democratic concept of society and of education, and with the facts of the pupil population and the school community constantly in mind, the school's statement of philosophy and objectives. More specifically, the visiting committee has the responsibility for (1) clarifying any statements that are not clear, (2) calling to the attention of the school's committee any inconsistencies that may be present, (3) suggesting changes in statements, and (4) preparing with the school's committee a concise summary of the philosophy and objectives. This should be mimeographed and placed in the hands of all visitors.

#### *Monday Night*

The organization meeting should be attended without fail by all members of the visiting committee, by the local principal, and

others of the local staff who are concerned with local arrangements.

In general the proceedings should follow the plan outlined below:

1. Discussion by the local principal, 7:30-8:00.
  - a. Local arrangements
  - b. Distribution of materials relating to the work of the school
  - c. Distribution of working materials needed by all visitors
  - d. Discussion of special features of the school that should be known by all visitors
2. Discussion by the general chairman, 8:00-8:30.
  - a. Committee organization
  - b. The schedule of activities
  - c. Distribution of folders containing evaluation forms
  - d. Special assignments
3. Report of committee on Philosophy and Objectives, 8:30-9:00.
4. Subject committee meetings, 9:00-10:00.
  - a. Construction of classroom visitation and teacher conference schedule for forenoon and afternoon of first day and forenoon of second day. The classroom visitation schedule should in all cases provide (1) for the visitation of every teacher one or more full periods by at least two members of the visiting staff, and (2) for visitation of every different subject taught. Great care should be taken to insure that conferences be held with all local teachers. Each subject committee should plan a meeting with all corresponding committees at the close of the first evaluation day. This conference might well continue through the dinner hour.
  - b. Decision as to pupil conferences desired
5. Section committee meetings, 10:00-10:30.
  - a. Development of plan of committee activities beginning afternoon of second day
  - b. Decision as to pupil and teacher conferences desired
6. Meeting of general chairmen with all inexperienced members of the visiting staff, 10:30-11:00.

#### *Tuesday Forenoon*

1. Classroom visitation by all subject-matter committees.
2. Conferences with teachers and pupils as opportunity provides.

#### *Tuesday Afternoon*

3. Continuation of classroom visitation, teacher and pupil conferences.
4. Meeting of all subject committees with corresponding local committees.

#### *Tuesday Evening*

5. General meeting of the whole committee, 7:30-8:00.
6. Meeting of subject committees, from 8:00 until work is completed.
  - a. Review of "M" blanks.  
Much information concerning individual teachers may not be included in the "M" blanks. It is highly desirable that each subject committee secure additional information through conferences with each teacher, conferences with heads of departments, and with the principal.
  - b. Begin preparation of Forms I-XIII.

*Wednesday Forenoon*

1. Continuation of classroom visitation and conferences with teachers as determined by the needs of the various subject committees.
2. Conferences with selected and unselected groups of pupils as desired by subject committees.
3. Meeting of subject committees, 10:00-12:00.
  - a. Completion of "M" blanks
  - b. Completion of Forms I-XIII. These should be given to the general chairman for distribution to respective section committees.

*Wednesday Afternoon*

Beginning at this time the visiting committee will start functioning as section committees.

4. Section committees will devote the afternoon to study of the local school situation as revealed by the information contained in the respective section blanks, by supplementary materials, by visitation and conferences with administrators, teachers, pupils, custodians, bus drivers, and others.
5. During the afternoon scheduled conferences with selected and unselected groups of students will be held by all section committees that have made arrangements for such conferences.
6. Meeting of all section committees with corresponding school committees.

*Wednesday Evening*

7. General meeting of the whole committee, 7:30-8:00.
  - a. Distribution of Forms I-XII to section committees
  - b. Meetings of section committees, 8:00  
At these meetings the materials contained in Forms I-XIII should be carefully studied for suggestions and recommendations included. Forms XI, XII, XIII should be filled out at this time and distributed to the proper section committees. On the basis of all information available the section committees should complete the work on the section blanks.

*Thursday Forenoon*

1. Meeting of all subject-matter committees for preparation of Forms XIV and XV, 8:00-9:30.
2. Meetings of all section committees for preparation of Forms XVI and XVII, 9:30-11:00.
3. Construction of Thermometer Scales by special committee, 10:00-12:00.
4. Meeting of subject-matter and section chairmen with the general chairman to plan the oral presentation of the report, 11:00-12:00.

*Thursday Afternoon*

Presentation of the results of the evaluation to the local administrative and teaching staff according to the plan desired by the local administration. Before adjournment all subject and all section committees should leave with the general chairman all materials needed for the written report. This includes Forms XIV, XV, XVI, XVII. The written report can only be prepared satisfactorily if all needed forms are complete at the conclusion of the evaluation.

6. *Forms to Facilitate the Work of Visiting Committees*

The successful evaluation of a school demands the co-ordination of the work of all individuals and of all subject and section committees. In order to facilitate this co-ordination and to provide materials for the written reports a number of special forms were developed in 1940-41. These forms, illustrated on pages 71-84 of *The Ohio Plan of Using the Evaluative Criteria* include the following:

1. Forms to be used by Subject Matter Committees in reporting data, suggestions, recommendations, etc., to the Section Committees. (Forms I-XIII)
2. Forms to be used by Section Committees in reporting to other Section Committees. (Forms XI-XIII)
3. Forms to be used by Subject Committees in preparing material for the written report. (Forms XIV-XV)
4. Forms to be used by Section Committees in preparing material for the written report. (Forms XVI-XVII)
5. Forms to be used in appraising the evaluation. (Forms XVIII-XIX)

Form I reproduced below will illustrate the nature and use of the entire set of forms.

**FORM I. REPORT TO THE COMMITTEE ON CURRICULUM  
AND COURSES OF STUDY  
(DHE) AND ON OUTCOMES OF THE EDUCATIONAL  
PROGRAM**

Content of the Educational Program

Name of School \_\_\_\_\_ Date Evaluated \_\_\_\_\_  
Subject Matter Committee \_\_\_\_\_  
Chairman \_\_\_\_\_

Page	Additional Units Needed	1 Unit	½ Unit
34	_____	( )	( )
	_____	( )	( )
	_____	( )	( )
	Present Units Not Needed		
34	_____	( )	( )
	_____	( )	( )

35	Content of Offerings: Provision in This Field For	Rating
	1. Stating objectives to be attained	_____
	2. Emphasizing significant contributions	_____
	3. Promoting understandings of problems	_____
	4. Stimulating interests and satisfying needs	_____
	5. Modifying courses for individual differences	_____
	6. Including materials of value in adult life	_____
	7. Interrelating work in different subject fields	_____
	8. Suggesting methods in attaining objectives	_____
	9. Indicating materials or activities to be used	_____
	10. Solving problems requiring elementary research	_____
	11. Formulating evaluation procedures	_____
35	Evaluations: w( ) x( ) y( ) z( )	

COMMENTS: On the opposite side of this page make any comments, suggestions, or recommendations concerning the content of the educational program that will be of value to the Committee on Curriculum and Courses of Study and on Outcomes.

### 7. *The Oral Report*

During the first two years of experimentation with the Evaluative Criteria the plan was developed of presenting on the afternoon of the last evaluation day, usually to the entire teaching staff as well as to the administrators, short oral reports by all section chairmen. This presentation, which requires about ninety minutes, has proved to be unsatisfactory because the local administrative and teaching staff have had little opportunity to raise questions or engage in discussion. To correct this deficiency it is suggested that at the afternoon meeting all the suggestions and recommendations agreed upon by the visiting committee be opened up for discussion. This might be a general discussion under the leadership of the general chairman or it might be a panel discussion under the direction of the general chairman or of the local principal or superintendent. The plan here suggested for future use in Ohio evaluations should result in stimulating experiences for both the visiting committee and the local staff.

### 8. *The Written Report*

The purpose of the written report is to present the major findings and recommendations of the visiting committee. The general chairman has the responsibility of preparing the report, based largely on materials received from subject committees on Form XIV, and from section com-



The study and making of masks is one of the most fascinating of the arts. This activity provides an opportunity for the pupil to use his imagination and character discernment.

mittees on Form XVI. In addition, each teacher in the local school and each member of the visiting committee is expected to use Form XIX, a form calling for individual suggestions regarding follow-up of the evaluation. It cannot be too strongly emphasized here that the quality of the written report depends upon the quality of the committee and the individual reports.

The Committee on Implementation strongly recommends that the written report be mimeographed by the local school in order that a copy of it may be placed in the hands of each local teacher and in the hands of each visiting evaluator. It is also desirable to distribute copies to board members and lay citizens. Both the self-evaluation and the visiting committee evaluation provide rich opportunities for cross fertilization of ideas; the written report summarizes these ideas and carries them to all who have been concerned in any way. *The Ohio Plan of Using the Evaluative Criteria* suggests that the written report contain the following sections or chapters:

- I. The Self-Evaluation
- II. The Visiting Committee
- III. Statistical Report
- IV. Reports of Subject Committees
- V. Reports of Section Committees
- VI. Summary by the General Chairman

#### 9. *Experimental Section on Articulation*

The materials on articulation in *Evaluative Criteria* are scattered through several sections and fail to take into account several aspects that seem desirable. To remedy this shortcoming two groups of graduate students in the Ohio State University developed Section "N," Articulation. This section, a copy of which is found in Appendix B of *The Ohio Plan*, are being used experimentally in the evaluation of several Ohio secondary schools during the year 1941-42.

#### RESULTS OF THE USE OF THE EVALUATIVE CRITERIA IN OHIO

While no complete summary has been made of the problems revealed by the thirty evaluations conducted in 1939-40 and 1940-41 many important problems have been brought to light in eight of the evaluations for which detailed written reports were prepared. A tabulation of the items judged to be in the Inferior or Very Inferior groups shows the weakest parts of the secondary schools to be the library, curriculum and courses of study, guidance, and the pupil activity program. Very few percentiles in other sections of the Evaluative Criteria fall in the two lowest groups. An exception is the teacher load, which in some schools evaluated shows abnormally low percentiles. A careful analysis of the written reports of the eight evaluation reports shows the most pressing problems to be those concerned with Philosophy and Objectives, Curriculum, Instruction, Pupil Participation, Guidance, Library, Community Articulation, Articulation with Lower Schools, School Staff, Plant, Administration and Supervision, and Evaluation.

In order to secure information for writing a chapter on "Suggestions for a Follow-up Program" for the *Ohio Plan of Using the Evaluative Criteria*, Dr. C. B. Allen, Professor of Education, Graduate School, Western Reserve University, asked the principals of all Ohio schools evaluated in 1939-40 and 1940-41 to describe their follow-up efforts. The responses indicated such things as the following:

1. Some schools are setting up standing committees on philosophy and objectives responsible for leadership in the continuous rethinking of purposes and of means of implementing purposes.
2. Schools generally devote a series of discussions to the findings and recommendations of the written reports.
3. Principals have been enabled to see more clearly the essential activities of the school, and have seen how to clear away administrative obstacles to the realization of the ultimate aims of the school.
4. Teachers are working co-operatively on the solution of school problems in a manner not true before the evaluations.
5. Evaluations in several instances have provided support needed for improvements such as expanded library, better shops, and other phases of the school program.
6. Several schools have explained the thermometers and the main findings of the evaluation to the student body. Suggestions have been made in some instances for a student advisory committee to co-operate with the faculty in developing plans for school improvement.
7. In several schools the results of the evaluations have been presented to

Many of the secondary schools evaluated had Safe Driving classes for both boys and girls.





the community through the local press or by oral presentations before interested groups. Dr. Allen reports one school as saying, "When the charts were shown to organizations, whether they were the board of education, P.T.A., clubs, or student groups, the response was immediately gratifying," and another as saying, "The vividness of the charts or thermometers certainly have a pronounced effect toward awakening community pride in school matters."

8. Boards of education have found the results of evaluations of great value in getting a picture of the needs of the schools. Without doubt closer relations between boards of education and the secondary schools exist because of the evaluations. Allen reports one school as believing "that the board of education in co-operation with the administration and faculty should formulate a long-time program incorporating into a written statement its policies and plans for improvement."

The results of the use of the Evaluative Criteria as seen in Allen's report and in evidence from other sources are all indicative of a quickening sense of professional responsibility on the part of secondary-school teachers and administrators, and of a vital interest in the problems of secondary education on the part of boards of education and the community. The continued use of the Criteria should do much to bring secondary-school teachers, administrators, school-board members, college teachers, and community representatives together for the purpose of considering common problems. Perhaps the opportunities presented in these meetings will bring about the most important of all results—the development of the democratic way of solving our present-day perplexing problems of secondary education.



—Student Life

A club that has been in existence many years.

## The Evaluating of Secondary Schools in Connecticut

PAUL D. COLLIER

*Director of Bureau of Youth Services, State Department of Education,  
Hartford, Connecticut*

### FOUNDATION FOR EVALUATIONS

IN 1937 THE WRITER, assisted by a committee, prepared a check list covering every phase of the secondary-school program with assigned values for each element, totaling one thousand points. The ways and means of applying this check list were discussed in nineteen (19) regional groups in various parts of Connecticut. A discussion of the meaning of the items in the check list clarified what was to be measured by the various elements of which it was composed. Although unstandardized and unscientific, it aroused intense interest and eighty-five schools voluntarily returned self-ratings to the state office. Although one thousand was the maximum score, school principals and faculties modestly scored their schools within the range from about three hundred and fifty to seven hundred fifty, the mean being around five hundred. These were never tabulated nor were comparisons made between schools. This preliminary work somewhat prepared Connecticut principals and teachers to receive the Evaluative Criteria of the *Co-operative Study of Secondary-School Standards*.

### EVALUATIVE CRITERIA INTRODUCED IN TWO SCHOOLS

Dr. R. D. Matthews of the University of Pennsylvania led the two original evaluations in the spring of 1939, explaining and demonstrating the standardized techniques to the writer. After a while a third evaluation was made, this time without the counsel and advice of Dr. Matthews. Immediately many difficulties arose. Some invited evaluators seemed to pounce upon the school with "blood in their eye." Committees worked diligently, prepared their reports in closed meetings and after presenting them for final approval, still in closed sessions, the chairman called in the superintendent of schools and the principal to what appeared to them a session to "hear their sentences." Conclusions were vigorously challenged, and many times rightly so. No matter how diligently the committee worked, it could not gather all the pertinent evidence on a situation in two days' time. Changes in the procedures therefore were necessary and began to be instituted.

After reports in a few more evaluations were severely challenged, and with considerable doubt as to the outcome, superintendents and principals were invited in to hear all sub-committee reports and help committees find all of the evidence. Although agreement by the superintendent and principal was not possible, or even expected, on all conclusions and recommendations, these school officials were constantly aware

of the trend of the final subcommittee reports and were willing to accept them as an honest professional opinion by an outside group. They were also willing to present these reports to the school faculty for further consideration.

#### THE TIME ELEMENT

After some experimentation it was discovered that visiting committee members were willing to come early in the morning and work late in the afternoon, but that evening sessions and a third day were very much opposed. Therefore, except for one extremely large school of five thousand pupils scheduled for three days and a few very small schools scheduled for one day each, all evaluations have been scheduled for two full days without evening sessions. No serious objections have been raised recently concerning the schedule of any school evaluation.

#### SELECTION OF COMMITTEES

Partly because of the two day time limit and partly because it was desired to give as many teachers as possible experience on visiting committee work, the number of persons invited to various schools has been large. **One committee numbered thirty-six.**

The nucleus of every visiting committee is made up from a list of volunteers selected to give balance to the entire membership so that as many interests as possible may be represented. Superintendents, principals, university and teachers-college professors are included on every visiting committee. However, the group is largely made up of secondary-school teachers with occasional representatives from an elementary school or junior college. Members of boards of education and other laymen have served on several of the committees.

Up to date over one thousand different secondary-school teachers and principals have participated in the evaluation of seventy-five schools. Besides teachers, thirty or more laymen, and about sixty representatives from the institutions of higher learning have given valuable assistance.

The greatest possible freedom is allowed in the selection of visiting committees. As stated before, the list of volunteers is the main source which supplies the bulk of the visiting committee members. However, each principal invites others not on the list of volunteers. Quite frequently persons desiring to visit a particular school ask the principal's permission to take part in the evaluation. During the past two years not one person has been rejected or denied permission to take part in an evaluation. In the first few evaluations, however, before voluntary lists were available, the principal whose school was scheduled for an evaluation had the responsibility of approving all committee members and in several instances appointed substitutes for those on the suggested list. Freedom from domination in arranging committee memberships has added a democratic note both informal and highly effective in the evaluation procedure.

## EVALUATION COSTS

The cost to the particular school evaluated is not great. Outside of the cost of materials (Evaluative Criteria) the school visited usually provides luncheons for two days for the visiting committee. Boards of education have usually provided substitutes for teachers serving on visiting committees in other schools. In no case has the school evaluated paid expenses of visiting committee members outside of luncheons. In a few cases boards of education have paid the expenses of their superintendents, principals, or teachers taking part in evaluations in other schools.

## STANDARD PATTERN OF EVALUATIVE CRITERIA MOST EFFECTIVE

Connecticut secondary schools follow the pattern of organization around which professional courses and professional literature have been organized in the past twenty years. In other words, the identity of subject fields is recognized. An extracurriculum program bearing little if any graduation credit is recognized as a substantial part of the secondary-school program. A guidance program emphasizing complete youth accounting, non-specialized functions for all teachers and some work for specialists is basic in the Evaluative Criteria. The recognition of democratic procedures in student government as well as thorough supervisory and administrative procedures seems to favor a "middle of the road" type. Improving interrelations between the various elements of the program and articulation between the various school units are included in the measuring instrument (the Evaluative Criteria) without putting a premium on extreme development in these conditions. Those who were responsible for developing Evaluative Criteria were wise in providing measuring instruments that aggressively fit into and at the same time challenge present secondary-school organization, and because of this basic fact, Connecticut educators heartily approve of them.

Occasionally a more thorough check of some service or element in the school's program is desired. Check lists in the Evaluative Criteria may not seem sufficient for this purpose. Some examples of these elements are—a visual aids program, continuation education for those pupils who have dropped from school or who have been graduated, and work experiences. A visiting committee is always willing to make more detailed studies of particular problems when a request to do so is made by the principal of the school.

In both the fields of agriculture and health education more detailed criteria have been developed and used in some schools. In fact, subcommittees evaluating subject areas in many schools have spent considerable time in developing a more complete list of elements against which the program of the school is checked.

A list of elements was prepared and handed to subcommittees evaluating English, science, and homemaking in three different schools during the fall of 1940 but this plan was abandoned. This pre-thinking lessened

the value of the evaluation experience for the visiting committee members and tended to routinize and stereotype their findings and recommendations. The job of making recommendations needed in the particular school situation is of the greatest importance. Any plan which channels the thinking in all schools in the first round of evaluations will tend to make follow-up and re-evaluation less interesting and probably less productive of improvement.

#### LEADERSHIP FOR EVALUATIONS

In the seventy-five evaluations completed to date, the writer has been chairman in about sixty, while principals, superintendents, and members of the teachers college and university faculties have led the others. This spread in the leadership for visiting committees has proved to be of great value. A variety of techniques and improved narrative reports have been two of the outstanding results.

Experienced evaluators enrolled in a Workshop course at the University of Connecticut during the past summer prepared a list of suggestions for improving evaluation techniques. These have proved to be of real value as many of these suggestions are now being used with excellent results.

The State Department of Education will continue to be the clearing-house for scheduling school evaluations but widespread leadership is desired and will be promoted. The clinical procedure introduced through school evaluations is too valuable to permit a bottle-neck to develop because of restricted leadership, especially since so many excellent leaders are available or may be trained through participation.

In Connecticut the Evaluative Criteria, using the regular procedures, have been used in several general school surveys made by the State Department of Education. The report on the secondary schools is therefore ready for review by the general survey committee within a short period of time. Of course, the secondary-school report must be co-ordinated and made to harmonize with the general recommendations of the completed survey but so far only slight changes have been necessary. In surveys made previous to the introduction of the Evaluative Criteria the part of the report dealing with the secondary school has frequently delayed the issuance of the complete final report.

#### DOUBLE EVALUATIONS DEMONSTRATE VALIDITY

About two years ago a double committee evaluation was tried in a four-year secondary school. With the exception of the school library there was rather close agreement between the two committees. The reason for the wide difference in the library reports was easily found, as one committee evaluated the school library proper while the other committee included the public library located next door to the school which was used by the pupils.

Since this first double committee evaluation four more have been made, the results of which were submitted to Mr. Earle Hawkins, Super-

visor of Secondary Education in the Maryland State Department of Education who is making a study of the validity of the Evaluative Criteria.

While it is believed that there is considerable if not marked agreement between two visiting committees working simultaneously in a school, this does not provide an argument for comparing schools. Visiting committees vary in experience and background. While the better and weaker elements of a school's program may be identified accurately, and while similar or even identical recommendations may be made for the improvement of the school, numerical values are another matter. A committee in general may be liberal or conservative in checking numerical evaluations. The committee's acquaintance with other similar schools is also a factor.

The knowledge that schools are not to be compared on any quantitative basis relieves the tension on both visitors and visited. This leads to a frank, friendly, professional discussion of findings out of which mutually understood recommendations for improvement may be made and received. All are agreed in Connecticut that many values would be lost if ratings were used for comparative purposes or as a basis of approval by the State Department of Education.

#### PUBLICIZING THE REPORT

Because of the completeness and the unusualness of the graphical report made as a result of a school evaluation, much interest is aroused. Newspaper reporters have been anxious to secure information for stories. On several occasions attempts have been made to secure a copy of the reports from the office of the State Department of Education, but by agreement all publicity concerning the report is left in the hands of the local educational authorities. Such requests, therefore, have been courteously refused. On other occasions, local groups, becoming impatient because of the delay incurred in presenting the report to the school faculty and the board of education, have tried to secure copies from the state office. After an explanation of the agreement between the state and local authorities, these interested groups are willing to wait until the report is considered officially by the local board of education and the school faculty.

The presentation to the community of the unexpurgated report is coming into more common practice. At this presentation local educational leaders feel free to present further evidence to modify or strengthen recommendations made by the visiting committee. One superintendent of schools prepared a set of slides of the educational temperatures which have been repeatedly shown in his community. In two communities the chairman of the visiting committee was invited to discuss the complete report with parents and teachers, throwing the graphical report on a screen through a stereopticon.

Quite commonly now, the principal of the school sends a mimeographed copy of the narrative report, prepared by the chairman of the visiting committee, to all taking part in the evaluation. This practice is

highly pleasing to visiting committee members. Suppression of the report or the unfavorable or weakest elements in it, results in dissatisfaction on the part of the school faculty and dampens the enthusiasm generally for the co-operative procedure. When, in good faith, a faculty and a visiting committee take the time for a self-evaluation, followed by a check from an outside group, the principal of the school which has been evaluated assumes the responsibility for "carrying on" until improvement in the school becomes an accomplished reality.

#### PREPARATION BY SCHOOL FACULTY

In nearly all evaluations of secondary schools in Connecticut adequate time and attention has been given to the self-evaluation by the school faculty. Without too much burden on teachers of the local school, adequate preparation can be made in a few weeks' time. Some faculties have made a very thorough self-evaluation extending over several months to a year. When the longer period with a more leisurely tempo is taken many teachers have an opportunity to take part in other school evaluations. This is an advantage, for any dread of an "invasion" by an outside committee is forgotten.

The most serious mistake that a principal can make in conducting a self-evaluation is to overwork his teachers. If long, tiresome sessions are frequently held after the teachers have done a hard day's work, opposition will certainly develop. If supervision by the principal or committee chairman is too close or dominant the faculty cannot make a self-evaluation which can be highly respected by a visiting committee.

The greatest obligation of the principal whose school is to be evaluated is to prepare his faculty wholeheartedly to accept and welcome the visiting committee. This has been accomplished in nearly all cases. Now that principals have served repeatedly on visiting committees they are well qualified to prepare for and conduct evaluations in their own schools.

In the beginning of the evaluation program in Connecticut, there was a tendency on the part of some to work for high scores on evaluations. Now, numerical evaluations are not so important for there is no way in which the school staff may be embarrassed by them. If a certain item seems proportionately rated too low or too high, the common assumption is that the subcommittee missed important evidence. Many corrections are made in the conferences of the entire visiting committee and the principal of the school.

After a school faculty has made a self-evaluation followed by a check and recommendations by an outside committee, the report should be presented without too much delay to the faculty for action.

In most schools, evaluation reports are studied carefully. Specific recommendations are accepted, rejected, or modified. They are classified for immediate or deferred action. Faculty groups are formed to study problems and develop plans for their solution. Many recommendations call for study



and refinement. They are rarely specific enough to fit the school situation exactly. Many study groups or committees have resulted. For example, if a testing program is recommended for English, a considerable amount of study and planning is necessary to get maximum results from such a program. There is much evidence to show that the scheduled evaluation is merely a stimulation for further and continuous evaluation on the part of the school staff.

#### FOLLOW-UP OF THE FIRST NINE SCHOOLS EVALUATED

Evaluations are having significant influences on practices in the secondary schools of Connecticut. Everywhere improved physical facilities, more extensive library services, curriculum revision, and various study groups of teachers indicate that progress toward improvement in line with recommendations made in evaluations has been made. No school has had a second evaluation to date but, from testimony received, the schools which have been evaluated have made marked improvements. Nine schools were evaluated in the spring of 1939. The principal in each of these schools made a report of improved practices directly stimulated by the evaluation. Two of these brief testimonials or reports follow:

##### *School No. 3*

The following is a statement of some of the things that show progress toward improvement which were stimulated by the evaluation of this school:

1. The mathematics program has been expanded by offering a course in general mathematics. This is offered primarily to pupils of the first year class, but it is also open to a pupil of any class if it seems that he could profit by the course.
2. A new textbook in plane geometry seems to have made that subject more interesting and practical.
3. The work in science of a more practical nature based on special interests of pupils which was favorably noted by the committee has been enlarged upon.
4. The manual arts program is still hampered by the physical handicaps of the school plant, but some improvements have been made here.
5. Physical improvements have been made in the cafeteria and other notable improvements are to be made there during the Christmas vacation.
6. A committee of teachers is studying the curriculum and courses of study in order to make suggestions for improvement.
7. The recreational program for girls which was noted to be very weak by the committee has been greatly improved. A teacher trained for this work gives her full time to it except for one class period. This is now very satisfactory and complete for the two lower classes but cannot be made entirely satisfactory with only one gymnasium in the school.
8. The greatest benefit from the evaluation was in its effect upon the individual teacher. This comes from the fact that the teachers were called upon to evaluate themselves against a set of questions that was decidedly progressive.

If teachers had gotten into a rut, this helped pull them out and they are tending to stay out. The contacts of the teachers with the individual members of the visiting committee were very helpful.

*School No. 5*

In answer to the request of December 3, some of the changes which have taken place since the evaluation visit in 1939 were reported as follows:

1. Guidance classes are meeting regularly in grades seven and eight for orientation and personal guidance.
2. A vocational guidance class in grade twelve has been assigned a definite period each week to discuss vocations.
3. Homemaking classes have been opened to grade nine. Enrollment of all girls has been encouraged. The enrollment has more than doubled and now includes sixty girls.
4. Band music has been introduced. The enrollment is now forty-five.
5. The school paper has been stimulated and joined the national organization. This year, work on the paper has increased. The first issue is due to be published before Christmas.
6. Library books have been added. The sum of three hundred dollars is spent each year. Emphasis is placed on appropriateness and proper distribution. Student helpers have been given definite training on library work. One student is always in attendance to assist in the library.
7. All student funds have been put into one account.
8. A mutual aid fund is now available to pupils at a fifty cent premium to take care of athletic injuries up to fifty dollars.
9. Three pupils are in college as a direct result of a scholarship fund made available by townspeople.
10. More attention is now given to illustrative material and bulletin boards.
11. A class in voice and diction is open to all pupils.
12. Science has been introduced in grades seven and eight.
13. The social studies teacher has been relieved of one class.

The above reports were selected for this article because of their brevity. This follow-up will be continued. It seems wise to wait at least one year before attempting such a follow-up. Probably only the schools evaluated during 1939-40 will be selected for follow-up this year.

## FOLLOW-UP FOR SCHOOLS EVALUATED IN 1939-40

This spring (1942) a follow-up is planned for schools which were evaluated during the 1939-40 school year. The period between the time the school was visited and the follow-up will give the school faculty sufficient time to appraise and adopt recommendations originating in the evaluation. This follow-up will be more carefully directed toward specific elements covered in the Evaluative Criteria. In the first follow-up described in the preceding paragraphs, the request was general but an attempt will be made in the 1942 study to discover changes in pupil activities, guidance, library services, the English program and so on.

## COMMON PROBLEMS REVEALED THROUGH EVALUATIONS

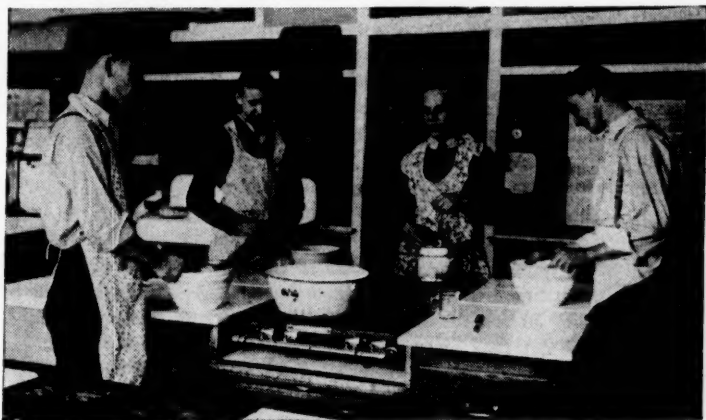
Long before seventy-five (75) schools were evaluated, problems common to the entire state began to appear. These common problems are gradually shaping the course of the supervisory programs of both local communities and the State Department of Education.

In local communities, physical facilities, instructional equipment and supplies, library materials and services, visual aids, testing programs, student government, extracurriculum activities, increased curriculum offerings, inter-relationships between subject-matter fields, cafeteria services, supervision, and other elements are now being improved. On both state and local levels serious attention is now being given to in-service training of teachers in guidance, curriculum revision, and vocational education. The State Department of Education has embarked on a program for improved accounting and guidance for all youth both in and out of school. Programs are under way to make education a community enterprise enlisting the support of lay leaders and groups in the solution of problems. In all evaluations much attention has been given to the use of the community as a laboratory for the school.

Problems in many areas have therefore been identified through evaluations. The state department and local communities have accepted responsibility for their solution. Variety, individuality, and experimentation are to be found and are encouraged in the solution of these problems.

#### ENTIRE SCHOOL FACULTY HEARS LAST REPORT

Reports of visiting committees are open to members of the local school faculty to whom the principal extends an invitation. Heads of departments, supervisory and administrative officers are usually invited to hear the reports. In the last school evaluated, the entire school faculty was invited to attend and take part in the discussion. Questions were asked by faculty members. Challenges to the subcommittee reports were solicited and received. The conclusions and recommendations reached by the subcommittees were slightly modified because of the frank discussion with the faculty but a forward step was made in this meeting in implementing the report.



Quite a number of the schools evaluated had regular class instruction for boys in Foods.

This procedure may be followed in any school where the principal advises or requests it.

#### UNIVERSITY AND TEACHERS COLLEGE FACULTY MEMBERS GIVE SERVICES

The State Department of Education is a service organization. Members of the Department are available to any local school faculty which is attempting to solve local educational problems. Members of the teachers college and the state university faculties serving on evaluating committees are also willing to take time, if called upon, to aid local faculties in the solution of problems identified by visiting committees. Working on the generally accepted pattern of improvement, all leaders of public education in the state are making significant contributions. Several members of the faculties of the private institutions of higher learning have also made contributions through the evaluation program.

Trade school directors and teachers have made outstanding contributions in several evaluations. In science, mathematics, and industrial arts, ways have been pointed out to make these fields more realistic and valuable to secondary-school youth.

#### THREE-CORNERED EVALUATION CONTEMPLATED

For some time the writer has contemplated a co-operative evaluation arrangement between three secondary schools of approximately the same size, where the principal and faculty of each school would serve as chairman and visiting committee respectively in one of the other schools. The local faculty in each school would make a self-evaluation as usual. The visiting committee could in each case check evaluations and make its report in one day and an evening session. This shorter time would be sufficient for checking and making the report because the visiting committee could easily have one or two organization meetings previous to the actual evaluation and could even have a preview of the work sheets in the various areas of the Evaluative Criteria. After the evaluations are completed an inter-school committee composed of principals and teachers representing each school could plan a conference of the three faculties where procedures for the solution of common problems could be considered. This proposal is merely a suggestion for furthering the co-operative, democratic procedures inherent in the plan for using the Evaluative Criteria.

#### WILL CONTINUE ON VOLUNTEER BASIS

All of the public secondary schools in Connecticut may not be evaluated. No evaluation will be forced upon a school. An evaluation will be scheduled only after a request has been received from local educational authorities. So far only seven superintendents and four secondary-school principals have not participated in a school evaluation. Three of these superintendents and one principal have recently come to the state and have not as yet had an opportunity to take part. Several of the others have been invited but last minute emergencies prevented their participation.

Requests for an evaluation have been made by several private and parochial secondary schools. As soon as possible two or three of these will be scheduled to give this group a start in using the evaluative procedure. An exchange of opinion between public-, private-, and parochial-school leaders and teachers will be of value to all concerned.

#### SUBCOMMITTEE REPORTING

In school evaluations in Connecticut every effort is made to produce a narrative report which is not primarily the opinion of the chairman but one which combines the judgment of the several subcommittees approved by the entire committee. In accordance with this plan, each subcommittee prepares a brief narrative or outline type of report centered around commendations and recommendations. The commendations are given first and serve to point out the better features of the program. The recommendations for improvement include directly or indirectly the weaknesses to be corrected. This approach insures positive, constructive criticism and at the same time gives every subcommittee a share in the major responsibility of helping the local school faculty in thinking through the educational problems which it faces. This procedure makes for some variety and uniqueness in every report and prevents the chairman from becoming too dominant in making recommendations.

#### NEXT STEPS

The evaluation procedure should not stop when the final report of a visiting committee has been received. Appraisal of a more accurate and detailed character should continue on the part of the school principal and his faculty. A variety in measurement procedures should be developed.

Evaluation by pupils is a source which should not be ignored but developed to a much greater extent. Already principals and teachers are using to advantage this source of constructive criticism. The use of pupil judgment in the appraisal of their own work and in the evaluation of the school's program and services is not evidence that the educational leaders and teachers are getting "soft" or that the program is being placed on a shallow entertainment basis, but rather it is an acceptance of the fact that youth have sound, realistic methods of weighing values. Furthermore, practice in exercising judgment and in assuming responsibilities helps the pupils reach self-dependence and maturity.

In some large communities several schools have been evaluated. In these schools many problems of articulation have been identified. Inter-school committees have been appointed in some areas to consider the solution of common problems. This plan may well lead to a broader- and better-understood conception of secondary education. Where a trade school is within, or serves, the administrative area it should be represented on these articulation committees.

Connecticut's Senior Supervisor of Rural Education has had extensive experience in leading secondary-school evaluations. At present he

has a committee working on evaluation procedures for the elementary school. While the Evaluative Criteria may not be used even in modified form for this area, it is sound policy for a state department of education to extend the evaluation procedure to the elementary school.

As evaluations are administered in Connecticut, they are really a means of supervision. In-service training for teachers as they serve on self-evaluations or visiting committees is the principal aim of the program. The program also serves a very useful purpose in keeping state and local educational leaders practical. Through evaluations all are brought to work in real situations and on real problems recognized by classroom teachers and principals.

#### EVALUATIONS AND REDIRECTION

The evaluations fit very well into Connecticut's program for redirecting secondary education and other youth services. In fact the evaluation has been the opening step. Through the evaluations, school faculties have defined and defended their objectives for secondary-school youth. In turn a general statement of the objectives has been prepared and approved by secondary-school principals. *The Job of the Secondary School* as this statement is called has been printed and is now being distributed. It is now being appraised by school faculties.

Through evaluations, some type of curriculum improvement has been recommended in all schools. Many state and local committees are now at work on general suggestions for the improvement of curriculum contents and procedures. More committees are to be appointed.

In every evaluation a need for more guidance "mindedness" and guidance ability on the part of classroom teachers has been pointed out. The State Department of Education has now initiated a program of in-service training in guidance for classroom teachers. These examples show that school evaluations, in which the Evaluative Criteria of the *Co-operative Study of Secondary-School Standards* have been used, are basic in the program of secondary-school improvement in Connecticut.

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Deepening the loyalty of citizens is one of the greatest contributions that the school can make to national defense. The school can strengthen the unity, the confidence, the loyalty, and the idealism of the American people through an instructional program in which civic education is emphasized. All pupils should be instructed that their country now is involved in a conflict of world-wide proportions against powerful, shrewd, and unscrupulous adversaries. Calmly but forcefully all pupils should be taught that this is a life and death struggle for democracy. Official documents, such as the *Four Freedoms*, the *Atlantic Charter*, and many others adapted appropriately to pupil ages may be used as the basis for this study.—Dean J. B. Edmonson, University of Michigan, *Michigan Education Journal*, February, 1942.

## The Evaluative Criteria in Virginia Secondary Schools

WILLIAM R. SMITHEY

*Professor of Secondary Education, University of Virginia, Charlottesville*

EARLY IN 1937, the Virginia Committee of the *Southern Association of Colleges and Secondary Schools* became interested in the Evaluative Criteria as significant new measures for judging the work of secondary schools. The inception, history, and general procedures of the *Co-operative Study of Secondary-School Standards* were presented to the principals and teachers of the state at the University of Virginia's annual High-School Conference in July 1937.

During the spring of 1938, the Virginia Committee of the *Southern Association* decided to arrange for a general presentation of the Evaluative Criteria to the secondary-school people of the state, and to organize a training school at the University of Virginia for those who were interested in the new standards and who might serve as members of evaluative committees. Arrangements were made with those in charge of the University of Virginia's High-School Conference to center the 1938 session around the general topic of the Evaluative Criteria. At this conference, held at the University of Virginia, July 7, 8, and 9, the entire program of the *Co-operative Study of Secondary-School Standards* was explained. E. D. Grizzell of the University of Pennsylvania, a member of the Committee in charge of the *Co-operative Study*, and Kenneth Eells of the central office of the *Co-operative Study*, were secured to make the presentation. At this meeting so much interest was manifested in the Evaluative Criteria that the Virginia Committee had no difficulty in securing volunteers for a training school on the Evaluative Criteria to be held at the University of Virginia, August 10, 11, and 12, and to be conducted by the Chairman of the Virginia Committee and Dr. Grizzell. At this training school, some twenty-five principals and superintendents, present for a three-day extensive study of the Evaluative Criteria, evidenced such interest in the new measures that fifteen principals requested that their schools be selected for evaluation during the session of 1938-39, and twenty-two expressed a desire to serve on evaluative committees. As a result of the Conference, the Chairman of the Virginia Committee made arrangements with the Washington staff of the *Co-operative Study* to evaluate the George Washington High School at Alexandria, Virginia, in such fashion that it might serve as a demonstration of how a visiting committee should evaluate a secondary school by means of the Evaluative Criteria. Invitations to attend this demonstration evaluation were sent to the twenty-two members, who, at the August meeting, had expressed a willingness to serve on evaluative committees. All twenty-two were present for a four-day evaluation. They gained valuable information as to the essential procedures that should be used by visiting committees. It may be of interest to state that all of those who attended the Alexandria evaluation defrayed their own expenses.



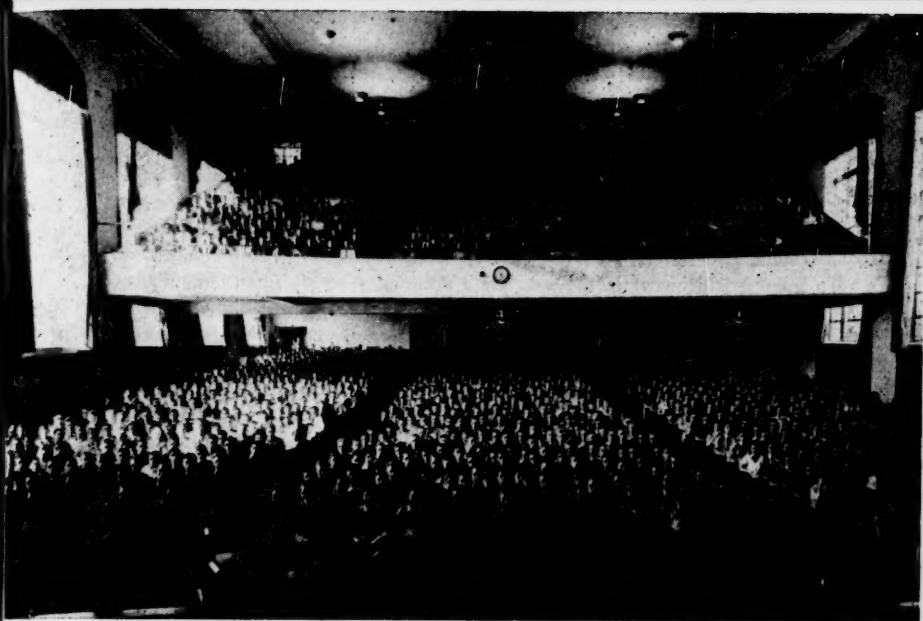
After the Alexandria experiment, the Virginia Committee prepared a statement on *Uniform Procedures in the Evaluation of Virginia Secondary Schools*, and set up evaluative committees for the fourteen schools that were to be evaluated during the school year, 1938-39. As far as possible, a member of the Virginia Committee was placed on each evaluative committee.

At the 1939 University of Virginia High-School Conference, held July 6, 7, and 8, and centered around the experiences of the Virginia Committee and the fourteen evaluative committees, Kenneth Eells explained the recent revisions and status of the new standards; Dr. Grizzell outlined the program of the *Middle States Association*; the fourteen principals whose schools had been evaluated engaged in a panel discussion; and the Virginia Committee formulated plans for the use of the new measures in Virginia secondary schools during 1939-40. So much interest was manifested in the Evaluative Criteria that it was decided to hold a second training school at the University in August 1939 for the purpose of preparing an additional group of men to serve on evaluative committees. At this school, attended by some fifty school people, conducted by the Chairman of the Virginia Committee and Dr. Grizzell, fifteen additional persons expressed a desire to serve on evaluative committees, and arrangements were made for the evaluation of twelve additional secondary schools. For the information of the school people of the state, the Chairman of the Virginia Committee was asked to present in general outline the Evaluative Criteria at the November meeting of the Virginia Education Association.

#### PRINCIPALS HOLD CONFERENCES

The 1940 High-School Conference at the University of Virginia, held June 20, 21, and 22, was devoted to the experiences of the Virginia Committee with reference to the evaluation of Virginia schools by the Evaluative Criteria and to the reactions of the principals whose schools had been evaluated in 1938-39 and 1939-40. A general discussion on the use of the Evaluative Criteria in the United States was also had. Dr. Grizzell presented the program in the *Middle States Association*, Dr. Karl Franzén outlined the program of the *North Central Association*, Mr. Thomas C. Pullen explained the Maryland experiment with the Evaluative Criteria, and Mr. Harrison C. Lyseth discussed the use that was being made of the measures in Maine. The Virginia Committee again deemed it advisable to have a training school at the University of Virginia in August, 1940, to explain further the Evaluative Criteria and to make plans for the school year, 1940-41. During that school year, fifteen Virginia secondary schools were evaluated. Several college professors and deans were secured to assist on evaluative committees. The Virginia Committee modified its procedures to the extent of making arrangements for principals whose schools were to be evaluated to serve on evaluative committees prior to the evaluation of their schools.

The 1941 session of the University of Virginia High-School Conference was again devoted to the program of the Virginia Committee for the evalua-



Providing seating space for one assembly was a problem for many schools. Many have solved this satisfactorily by having several assembly groups.

tion of schools by the Evaluative Criteria. At this Conference, the interest in the new measures had become so pronounced and the school people had become so informed about them that there was little need for a third training school. Provision, however, was made for an informal presentation of the Evaluative Criteria in August 1941.

Plans have been made to evaluate some twenty Virginia secondary schools during the school year, 1941-42. In compliance with the suggestions of the *Southern Association of Colleges and Secondary Schools*, it is the purpose of the Virginia Committee to have all *Virginia Southern Association* schools evaluated by 1943. To meet a growing demand in Virginia for an opportunity to secure definite information about the construction, validation, and use of the Evaluative Criteria, the University of Virginia has been offering through its summer sessions a graduate course in Education concerned with an explanation of the new measures of the *Co-operative Study of Secondary-School Standards*. There are now in Virginia about one hundred persons who are well qualified by training and experience to serve on evaluative committees.

The Virginia Program for the use of the Evaluative Criteria is under the control of the State Committee of the *Southern Association*. The plan, worked out by the *Co-operative Study* is used for evaluation and simulation purposes pending the formulation of a plan for the use of these measures for accrediting purposes. The State Committee requires new schools (applying for accreditation in the *Southern Association*) to be evaluated as the first step in the process of application. The State Department of Public Instruction in Virginia has evinced much interest in the Evaluative Criteria, and

many of its members have served on evaluative committees. The State Supervisor of Secondary Education is recommending that schools not members of the *Southern Association* use the Evaluative Criteria for self-evaluation. Several such schools have been evaluated by state committees. Interest is growing in the state for a program whereby these non-member schools may have the benefit of evaluations by competent outside committees. The secondary-school principals' section of the Virginia Committee is definitely of the opinion that the benefits of the Evaluative Criteria should be extended to these secondary schools not belonging to the *Southern Association*. Under the regulations of the Virginia Committee, the schools evaluated provide the materials and the maintenance expenses of committee members, while all travel expenses are borne by the State Committee from funds appropriated by the *Southern Association*.

It is the opinion of the secondary-school people of Virginia that the Evaluative Criteria are effective instruments for evaluative and stimulative purposes. The principal whose school has been evaluated states in the main that as a result of the evaluation the school has become conscious of the necessity for developing a philosophy of secondary education made specific in a statement of objectives and adapted to the specific purposes of its own community and to the larger communities of which it is a part; of improving its pupil activity program as a phase of its curriculum program; of establishing a guidance service designed to "give systematic aid to pupils in making adjustments to various types of problems which they must meet;" of working out more effective means for measuring the outcomes of the educational program; and of regarding supervision as a phase of school administration concerned with the effective integration and direction of the entire educational program.

As a result of the work of the Virginia Committee of the *Southern Association* with reference to the Evaluative Criteria, the secondary-school people of the state have become more conscious of the modern program of secondary education as indicated in these new measures, the college folk of Virginia have become more interested in this program of the secondary school because they are now better informed concerning it, and the general public has become more enlightened as to the necessity for providing better secondary-school facilities for the boys and girls of the state.

## Evaluation, Study, and Growth of a Secondary School

ARTHUR J. SCOTT

*Principal, Samuel J. Peters High School, New Orleans, Louisiana*

PRIOR TO 1936 the Samuel J. Peters High School was a vocational school of commerce at the senior high level with a student body of 1200 boys. Its curriculum was planned for the last four years of a seven-four system. It was a state accredited school but less than three per cent of its graduates went to college. Its purpose was definitely to train for initial jobs in the business world. It had built, under the able leadership of its principal, Miss Ray Abrams, a very enviable record for placements of its graduates backed up by their excellent records after employment.

In the early thirties when the employment age for beginning white-collar workers started to rise, and surveys and studies began to show that employers were demanding that beginners be from one to two years older, the decision was made in New Orleans to place vocational training in Commerce on the post-graduate level. Miss Abrams was placed in charge of the new post-graduate school and the writer succeeded her as principal. He was given the tremendously interesting task of leading in the transformation from the strictly vocational aspect to the type of philosophy and objectives that now pervades the school.

### THE SCHOOL RE-ORIENTS ITS THINKING

With the removal of Commerce, except as an elective for prevocational purposes, the school might have conformed to the accepted academic pattern by the addition of more science, mathematics, and languages. The school population, however, would not have had much use for this type of curriculum, as the socio-economic strata, from which the major proportion of its pupils came, did not permit them to be satisfied by education that projected its culmination so far into the future. They needed training that could be turned into earning power as soon as possible, and many could not afford to complete even that training.

The faculty, therefore, was confronted with the task of evaluating the curriculum as it then stood, and of replacing the vocational, commercial subjects. In order to do this properly, the faculty naturally had to determine very carefully just what its new reason for continued existence would be; how it could best serve the community even though the vocational training had been entrusted to some other agency. The Evaluative Criteria for secondary schools published by the *Co-operative Study of Secondary-School Standards* seem to be the solution to the problem. Here was an instrument, even though in its infancy at that time, that indicated some definite method of self-analysis; some means of comparing outcomes with certain possible needs. Particular interest was centered in the first part dealing with philosophy, objectives, and school population. There was no interest in making comparisons with other schools or systems, but there

was an interest in finding out how well the school curriculum could be made to serve the needs of the situation as determined by the objectives which were set up.

#### THE SCHOOL STUDIES THE CRITERIA AS AN INSTRUMENT

The faculty in order to become familiar with the Criteria and to develop a technique for its use, decided to make a complete evaluation of the school. Its fifty members were divided into small committees, hand-books were purchased, and each group proceeded to use the section covering its phase of the work. Thermometers were filled in and graphs were plotted. Three months were allotted to this task and at the end of that time, everyone was familiar with the instrument to be used. No one had the most remote idea that this evaluation gave anything like a true picture, but each knew how to use the instrument and each had some very definite concepts of what educational leadership throughout the country thought a good secondary school should be like.

One of the outcomes of this practice evaluation was the decision that no logical judgments could be made until the philosophy and objectives of the school had been carefully outlined and studied in the light of the pupil population and school community. Each teacher realized now more than ever that all evaluations of every phase of his school had to be made in terms of the school's philosophy and objectives.

#### THE SCHOOL STUDIES ITS PHILOSOPHY AND DETERMINES ITS OBJECTIVES

In the fall of 1939, the faculty was organized into discussion groups. It studied the trends in curriculum building with particular emphasis upon education, philosophy, and objectives. Each member of the faculty was furnished with Pamphlet "B." After some study, he was asked to indicate his choice of the section in each of the ten divisions that best expressed his ideas. Each member was furnished with mimeographed copies of each division successively, thus simplifying the work. The choices were tabulated and preference given to that section selected most often. To illustrate: in the first division, Fundamental Concepts, there were eight sections with several possible choices in each section. The choice in each of the eight sections most frequently indicated were selected. Thus eight statements of Fundamental Concepts were available to help the production committee to outline the philosophy of the school. The identical procedure was followed for Curriculum, Pupil Activity Program, Library Service, Guidance, Instruction, Outcomes, Staff, Plant, and Administration. The tabulated expressions were compiled and presented to the entire group for study. The tabulation follows:

##### A. *Fundamental Concepts*

1. The type of political organization most desirable for society is one in which all individuals share in the determination of policies in proportion to their abilities.
2. The economic organization most desirable is one in which private

enterprise is encouraged but with restrictions assuring the conservation of natural resources and with provisions for the distribution of a considerable portion of the results of production in the interests of the workers and of the general public.

3. The social organization most desirable is one in which all individuals have equal social status regardless of economic, cultural, or intellectual qualifications and regardless of race or nationality.
4. In a democracy the school should place most emphasis upon helping to prepare pupils to make adjustments to meet changing conditions.
5. In a democracy free secondary education should be provided for all adolescents who are not mentally or physically defective to such an extent that they cannot be educated with normal children.
6. In a democracy the financial support of secondary education is primarily the responsibility of the state to a major degree. (Half the faculty felt that the proper responsibility was the local district with the state participating on an equalization basis.)
7. Education is an enterprise involving many community agencies. As the chief institution developed by society for education, the school should welcome suggestions from and opportunities for co-operation with community agencies in the interests of a better educational program for the community.
8. Attendance at a secondary school should be required by law for all pupils from the time they leave the elementary school until they complete a curriculum appropriate to their needs regardless of age.

#### B. *Curriculum*

9. The most desirable theory with respect to individual differences among pupils requires that the secondary school should study each pupil to discover his particular traits and abilities as a basis for his own curriculum.
10. Pupils should have some part in determining the content and activities which constitute their school experiences. (About one-third of the faculty felt that the pupils should have a large part providing the proper adult guidance was maintained by skillful and well-chosen teachers.)
11. The offerings of the secondary school should be organized in terms of conventional subject classifications with definitely planned correlation of subjects so as to insure consideration of the total experience of each pupil.
12. The offerings of the secondary school should be planned chiefly with a view to provision for training in specialized vocations in addition to preparation for college.
13. The educational program of the secondary school should be concerned primarily with selected experiences which pupils find interesting but whose major value is in adult life.

14. The responsibility of the secondary school for assisting in the development of well-rounded pupil personalities requires exploration of the pupil's abilities together with social integration and some differentiation. (About half the faculty felt that it required exploration of pupil, revelation of social heritage, and guided differentiation, all within a broad pattern of social integration.)

C. *Pupil Activity Program*

15. In a well-organized pupil program the emphasis should be placed on pupil initiative; the sponsor should remain in the background, giving advice only when requested but there should be close teacher supervision to insure desirable outcomes.
16. In choosing leaders for the various pupil activities, the school should establish minimum qualifications for leadership, but pupils should be free to make selection.
17. The principal and teachers of a secondary school should seek to eliminate the dividing line between classroom and pupil activities; any project which has promise of contributing to pupil growth should be encouraged and teacher assistance should be provided without distinction of "classroom work" from "pupil activities."

D. *Library Service.*

18. The secondary-school library should be a place where trained personnel not only help pupils and teachers to find and use materials needed in their study but also feel a responsibility for stimulating leisure time and independent reading interests of pupils and teachers.
19. Library needs of secondary-school pupils can be adequately met by a central general library in the school with a representative collection of materials for general secondary-school use supplemented by the constant supply of timely material acquired by classroom groups.

E. *Guidance*

20. In carrying out the guidance function of the secondary school, it is desirable that co-operatively the pupil and staff member discover the characteristics and needs of the pupil and decide the specific experiences to be provided and one of the school's curriculums.
21. In relation to elementary and higher schools, the secondary school should make definite provision for effective articulation. This should involve not only information about the school but co-operative efforts toward mutual understanding and toward elimination of conditions which make pupil adjustment difficult. It should convey to the elementary school adequate information about its offerings and procedures in order that prospective pupils may make appropriate preparation and should see that similar information from higher schools is made available to its own pupils.



22. The secondary school should assume responsibility for assisting pupils in all phases of personal adjustment, including educational, vocational, social, recreational, and other phases of guidance.

*F. Instruction*

23. Within the classroom, the teacher should treat each pupil as an individual and assist him in achieving the maximum development of which he is capable in the given field.
24. Learning is promoted most effectively by participating in activities which require problem solving procedures, or reflective thinking, generalization, and application, with incidental direction of emotional responses.

*G. Outcomes*

25. The pupil should be taught to recognize what is worth thinking about as well as how to think.
26. Participation in the program of a secondary school should result in the development of generalizations, appreciations, attitudes, and ideals in addition to the acquisition of knowledge, habits, and skills.

*H. Staff*

27. The final decision on the selection of teachers should be made by the responsible head of the school, after consultation with heads of departments concerned. The board of control should only officially confirm the selection.
28. In selecting the staff of a secondary school, the primary consideration (assuming equivalent personal qualifications) should be given to candidates who have completed a comprehensive and co-ordinated program which included subject matter specialization as well as professional preparation.

*I. School Plant*

29. The most desirable viewpoint concerning the school plant in its relations to the community is that the school plant should be planned to meet community needs, social as well as educational, and should, therefore, be fully used by the community and that classrooms and other facilities should be made available for evening classes, in addition to community use of play areas and auditorium on special occasions. Further, that the school plant and all its facilities should be available for community use whenever this does not interfere with school activities.
30. The school plant should be used by the staff and pupils as an active agency to promote educational values and looked upon as susceptible of some modification and adjustment to meet school needs.

*J. Administration*

31. In the administration of a secondary school, the board of control should formulate policies after hearing the recommendations made

by the administrative head in co-operation with his staff. (Half the faculty felt that the board should formulate policies independently and communicate them to the administrative head of the school.)

32. The efficiency of the instructional processes of a secondary school is promoted best by a type of supervision in which programs and procedures are determined co-operatively. The supervisory head should serve chiefly as an expert adviser and guide.

#### THE SCHOOL SURVEYS ITS POPULATION

The next step was to make a survey of the school population, including pupils, graduates, and parents as outlined in Pamphlet "C" of the Evaluative Criteria. This gave a picture of the material with which the school had to work. It told the story of home conditions and educational background, of financial conditions and economic needs, of geographic distribution and transportation problems, of retardation and acceleration, and of all the necessary and vital information that only a careful study of the data produced by the use of Pamphlet "C," Pupil Population and School Community, will reveal.

#### THE SCHOOL REWRITES ITS PHILOSOPHY AND OBJECTIVES

Armed with the opinions of the faculty and the information furnished by the survey, the writer has attempted to reduce to writing what might be called the *Philosophy of Peters High School*. It is not submitted as something static and complete but as something dynamic and alive; as the present guiding principles in this changing world where the demands of tomorrow are merely the last syllable of yesterday's latest word.

The secondary schools of the nation should have as their major objectives the thorough training of future citizens for complete participation in the affairs of that nation.

The program should be sound psychologically, as well as idealistically. It should be planned in terms of its material—the adolescent child. The natural urges and reactions of adolescent youth should be spontaneous vehicles for the type of training that we, the leaders, see fit to perpetuate.

With the thought in mind that the secondary-school population is increasing to such an extent that one can look to the time when all the children of all the people will pass through the school's doors, this training must be varied enough to make it possible for all types of mentalities to achieve success in some direction.

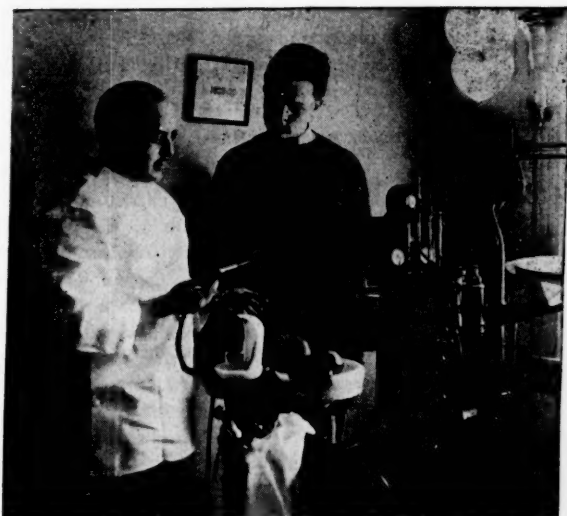
Having tasted of success in school, the product must be trained to continue that success. Since success means achievement and self-support, this training must be, to some extent, vocational. Here must be laid the foundation upon which training for his life work must be built. When he leaves school, the pupil must be prepared to take some place among the workers of the world. Whether he chooses to enlarge this

foundation by supplementing it with college or vocational training or to take the long road of experience, will depend upon many things, but he must be prepared to receive the final training that will fit him to do his share of the world's work within the range of his own ability.

This means that guidance must be definitely included in today's curriculum. Courses should be planned for the first two years with this end in view, and all teachers who handle freshmen or sophomores should be practical psychologists and should have special training in guidance before being assigned to this work. No vocational training should begin before the third year in the secondary school. Naturally, a complete history of each pupil should be kept on file. This should include a definite plan for his future, worked out by him with the help of his counselor and recorder on specially provided forms. It should be elastic enough to allow for future developments that will affect him and his life work.

The work of the world is being performed in less and less time. Because the working day is becoming shorter, the citizen of tomorrow must be taught to play. Recreation and hobbies must be a definite part of training, and he must be introduced intimately to mother nature with her everlasting opportunities for relaxation, such as hunting, fishing, swimming, and boating. He must be taught to cultivate the emotions and to give expression to the good that God has built into his soul.

The interrelations of man are now so complex that the pupil will have to be taught how to live well with his neighbors. He will have



A number of the schools provide a complete dental clinic as a part of their health program

to be taught that he has a definite responsibility of citizenship which should not be shirked. He will have to be taught that no man's actions affect that man alone. For this reason, his school should be made a community and he should become a vital, indispensable part of it. His social studies should not be more classes but his daily school life a laboratory in which he experiments with living. Consumer courses for the younger boys? Yes; but the older ones, actual participation in school affairs. Lessons in civics? Yes; but actual elections, and political parties conducted by the pupils themselves. The function of secondary education? To take the material that one finds and use every means at his command to prepare it for participation in a democratic civilization.

#### THE SCHOOL IS A COMMUNITY

A definite task of every classroom teacher is so to organize each group that the pupils realize that they are an integral part of a small community; that the laws of this community (the school) must be obeyed; that their every action reflects the community; that the community interests must be respected, and habits of co-operation and mutual respect cultivated. They must be taught that there is a necessary machinery of administration and that the good citizen helps that machinery to function by doing his share when the time comes to do it. Youth must be taught to think; not *what* to think but *how* to think. They must be taught how to evaluate and choose; how to consider propaganda and to argue without heat or rancor; how to determine the difference between *license* and *privilege*; how to remember always that for every RIGHT of Democracy there is a corresponding DUTY. In short, they must be thoroughly familiarized, by constant practice and use, with the democratic method and the democratic way of life.

#### BUSINESS EDUCATION IN THE GENERAL CURRICULUM

The writer believes that with these objectives clearly pointing the way, the place of business education in the general curriculum is very easily seen. The citizen of this generation is faced daily by the intricate activities and transactions called business. No matter what phase of the world's work at which he finally decides to earn a living, he will come in contact with those transactions. It behooves the school, therefore, to give him the general training in this field which is just as necessary as the others previously mentioned. He will need to present his aptitude, ability, and training on the proper market and in the most favorable manner—therefore, in the later years of his secondary education he should be given a course in Personal Salesmanship with the emphasis upon how to sell himself. He is going to be confronted daily with buying situations, therefore, he should be taught to use the aids that are available for the modern consumer in the form of market lists, consumer guides, descriptions of certified products, and many others. A well-organized course in Buying is as important as a course in Selling.

Our young citizen is going to handle money—his own. He should be taught, therefore, the elementary principles of budgeting and recording. He may never keep a set of books but he should certainly know how to keep his own records. He should know about personal loans and the value of interest. He should know the pitfalls of the loan shark and the value of systematic saving. All these could be organized into courses of inestimable value; not vocational business training, but **consumer-citizen** business information.

Personal Typewriting is valuable to every boy and girl whether they plan to go to college or to go to work at the end of their secondary-school training. Familiarity with the keyboard and the ability to write a mailable letter should be the objectives of this course.

A final value that may be credited to business education in the general curriculum is its worth as vocational guidance. Many pupils who plan to earn a livelihood doing office work find after several courses in the secondary school that they could never hope to do so, while others taking commercial electives discover aptitudes that eventually lead to success in that field.

Yes, commercial education has a very definite place in training our future citizens no matter what they plan as their life work. For those pupils who show marked ability for commercial work, special vocational training should be provided at a higher level in the form of post-graduate work which will place them on the employment market at an age that will be acceptable to employers in general and with a type of educational background that will make of them thinking employees instead of trained automatons.

#### THE SCHOOL'S FUTURE PROCEDURE

The Peters High School accepts the responsibility for building in its pupils a broad firm foundation upon which further training may be readily superimposed. Its pupils are not a finished product ready to take up the tools of industry or the reins of government but rather the well prepared raw material ready for the hand of the master to give the deft finishing touch that will make of it a thinking, creating, responsible part in the pattern of civilization. Here they are placed upon functioning committees where if one member shirks, the success of the entire activity is jeopardized. Here they are taught the value of how to locate information rather than to attempt to memorize. They participate in debates and discussions and their own lack of material drives them to the library where they quickly evolve, under the guidance of the teacher, an effective system of note taking. They learn the value of analysis, while charts and graphs take on new meaning. A high grade of criteria determined co-operatively by teacher and class and set down in notebooks for constant comparison gives each pupil a new regard for spelling and English and the ability to express his thoughts both orally and in writing. Participation in student government lays the groundwork for good citizenship as an adult.

One might sum up, therefore, by saying that the general objectives of this school is to help its pupils to develop their innate ability in the light of their mental ability and socio-economic conditions so that they may benefit most from the further training that they will receive from (1) the colleges, (2) the trade schools, (3) the vocational schools of commerce, (4) or their employers.

Having determined the objectives, the next logical step would have been the evaluation of the curriculum. The Department of Public Instruction, however, is conducting a very thorough and elaborate curriculum study and revision program, so it was decided to work as part of the parent body, and to lend the school's efforts toward shaping a curriculum designed in terms of functional activities. Sincere in the belief that this evolving curriculum would be broad enough and elastic enough to serve individual communities, one might, meanwhile, devote attention to some more pressing needs.

It was decided, therefore, that the teachers would work on the Pupil Activity and the Guidance Programs. Committees, under the chairmanship of the Director of Guidance and the Director of Activities, respectively, were formed and evaluation of these two areas made, using the pamphlets affecting them as outlined in the Evaluative Criteria. The thermometers were carefully made and studied. Changes, indicated as desirable by the evaluative committee, were made and after the lapse of sufficient time, re-evaluation will be made to determine the presence or absence of growth. By indicating any change in a different color of ink on the same thermometer, comparisons can easily be made.

This procedure can be applied to every department successively or simultaneously and planned growth in this manner may be achieved over an indeterminate period of years. This summary of school experience with the Evaluative Criteria is presented therefore not with the thought that it contains something new or untried but in the hope that it may help some other principal to solve the same problem with which this school was confronted; and perhaps to know better an instrument that has been of tremendous value.

## So Speaks the McKinley High School in Hawaii

MILES E. CARY

*Principal, McKinley High School, Honolulu, Hawaii, and Hawaiian Co-ordinator of the National Discussion Group of the National Association of Secondary-School Principals*

*This letter containing a statement of basic and unifying objectives for the McKinley High School, Honolulu, Hawaii, was received from Principal Miles E. Cary, National Discussion Group Co-ordinator for Hawaii, on March 10, undeleted by censor. The Schools in Hawaii are "carrying on" and our other American schools can be inspired by the implications in this letter to join forces with our territorial school neighbors in a war-time program for victory.—Editor.*

I APPRECIATED VERY MUCH the personal note which you added to one of your recent field letters. I received the announcement of the San Francisco Convention on March 1, a few days after the convention had adjourned. This fact illustrates two aspects of the educational situation in the Islands: first, as usual, we find it difficult to attend winter conventions on the mainland; and second, with the slowing up of the mail, we are forced to rely, even more than usual, upon our own resources.

I note that the theme of the convention is *The Schools Carry On*. I am glad to report that the secondary schools, in fact, all of the schools in the territory, are *Carrying On*. Of course we have felt the impact of the war in many ways. Let's take McKinley High School for example. On December 5 our enrollment was 3850. On February 2, when our school reopened, the enrollment had fallen to 2484. It has since picked up, however. In this connection, I point out that our school closed between the above dates. Of course, allowance must be made for the usual two weeks, Christmas vacation.

The second important change is the reduction of our staff of one hundred and thirty by some thirty-five teachers. These teachers have been transferred to other schools or to other phases of the emergency governmental program. Some are in the Office of the Military Governor and others in the local headquarters of the Office of Civilian Defense.

The fourth conspicuous change is the installation of air-raid trenches throughout the campus. As I look out across our central panel toward the mountains, I look down a double row of trenches. These gashes on our lovely campus are an ever-present reminder of the war.

A further important change has to do with the curriculum. Nearly every department is making its special contribution. In the core-studies program, our teachers and children have been discussing evacuation problems. Many of our parents live in congested and dangerous areas which are to be evacuated in case of another air raid. All sorts of problems have arisen in planning for this eventuality. In order to tackle the special health and



safety problems we have combined our biology and physical education programs in a new department which we call the Health and Safety Department. In this department, classes are dealing with such matters as air-raid precautions, use of the gas mask and gas-mask drills, diet, mental hygiene, epidemics and communicable diseases, and especially with first aid. All of our twenty-five hundred students are getting a fairly good course in elementary first aid. If space permitted, I could go through the school reporting changes in the program of our Home Economics, Industrial and Applied Arts, Agriculture, Commercial, Music, and other departments.

#### BASIC AND UNIFYING OBJECTIVES

You may be interested in the short statement of "basic and unifying objectives" of the McKinley program. It was issued February 25, 1942, and is as follows: "As public school teachers, it is our intention so to manage our activities that both students and ourselves may feel that we are making our best contributions toward protecting and extending, both at home and abroad, the democratic way of life. Our efforts to achieve this end will involve: *Helping to win this war*, and thus corralling the leaders of the Nazi and Fascist movements; Giving careful, continuous consideration to the task of *clarifying the meanings of democracy*—meanings in all areas of living: in the home, in the school, in the local and national communities, in industrial and economic life, in the religious aspect of life, in the field of international relations. The central effort here will be that of developing a *sense of direction*. How shall we go about working for social progress, security, freedom, liberty, responsibility, unity, equality, brotherhood, and related values? Can all of these values be attained in the same social process? Does the term voluntary co-operation suggest the kind of social process that is desired? and, Organizing and managing our program so that both young people and ourselves (and all affected by the school) may experience the feeling of genuinely *participating in solving the common problems that are faced today by all persons who cherish democratic values.*"

Except for the emphasis on the winning of this war this statement is substantially one that we have been following since 1938. This restatement of educational policy for the McKinley High School indicates our determination to have "the schools carry on." In this connection, I think you will be interested to know that we began our core-studies program in an experimental way in September, 1930. In September, 1931, we took in all entering sophomores on this basis, a group of about one thousand students.

It has really been quite reassuring to see the way our students and teachers have entered upon this new war period with poise and intelligence. It is a little too early to offer much in the way of actual accomplishments; however, at the end of this school year, I feel confident that we can make a satisfactory progress report. I honestly feel that our schools ought to be able to make a deeply significant contribution to the morale of our people in this period of crisis. Those schools that cannot are not entitled to be called "schools."

## Civil Pilot Training and National Defense\*

BERT A. SHIELDS

*Chief Instructor in Charge of Civilian Pilot Training, Polytechnic Institute of Brooklyn, Brooklyn, New York*

THE CAA CIVIL PILOT Training Program is a perfect example of an activity originating in time of peace with a primarily civilian purpose but along lines of basic usefulness in a national emergency. The program was started early in 1939, with the avowed purpose of stimulating private flying and creating a greater market for light planes. From the beginning, requirements for admission to the courses were set up so that the bulk of those trained would be eligible for admission to the armed air forces. Age limits, physical standards, and educational prerequisites closely parallel the Army and Navy requirements. The last check, on June 1, 1941, showed that nearly 7,400 CAA trainees had volunteered and had been accepted for Army and Navy aviation, and that then they were volunteering at the rate of nearly 1,100 a month. This rate is increasing steadily.

For many years prior to 1939 the number of civilian commercial pilots in the United States ranged between 8,000 and 10,000. The CAA training program has set itself a goal of training over 40,000 private pilots a year. To attain this breath-taking quota within the limits of existing facilities and equipment, it was necessary to conduct three complete sessions during the year, with 15,000 students in each session—summer, autumn, and spring. The program was extended to more than 900 centers, drawing into full play the resources of the nation's colleges and flight schools.

A secondary course was added to give advanced training on military aircraft to 8,000 top-ranking graduates of the preliminary training. A limited number of the graduates of the secondary course are now offered a course in cross-country flying, followed by an instructors' course.

### CIVIL PILOT TRAINING COURSES

The Civil Pilot Training Program has been extended until it carries the student from the initial stages of flight training to a commercial pilot certificate with an instructor rating. The complete curriculum consists of four separate courses: primary, secondary, cross country, and instructor.

All the ground instruction is provided by colleges or other recognized educational institutions, whereas the flight training is given by the operators of government-approved flying schools. Both the ground courses and flight training are given under individual government contracts under close supervision by the staff of CAA inspectors.

#### *Primary Course*

The primary course consists of a minimum of thirty-five hours of flight training and seventy-two hours of ground school. The classroom in-

\*Printed by permission of McGraw-Hill Book Co. New York, *Technical Education News*, February, 1942.

struction is devoted to civil air regulations, air navigation, meteorology, and general servicing of aircraft. The student is taught such primary flight maneuvers as take-offs and landings, climbing and gliding turns, figure 8's around pylons, emergency landings, and a short cross-country flight. This training is given in light-class planes of sixty-five horsepower or less. When the student completes this training, he is eligible to take the private-pilot written examination and flight test. If these are passed successfully, he is granted a private pilot certificate and is rated to fly the type of equipment in which he received his instruction.

#### *Secondary Course*

Students who have completed the primary course are eligible for the secondary. The flight training in this course is given in open-cockpit biplanes very similar to the Army and Navy training planes. These planes are designed especially for acrobatics and have 150 to 285 horsepower engines.

This course consists of 108 hours of ground instruction in aircraft mechanics, aerodynamics, aircraft engines, and advanced air navigation including celestial and radio navigation, which includes radio code. The flight training consists of a minimum of forty-five hours of instruction, much of which is devoted to acrobatics and precision maneuvers such as *chandelles*, lazy 8's, Cuban 8's, Immelmann turns, falling leaf, vertical reversements, and slow rolls. The successful completion of this course gives the student a rating on higher powered airplanes and qualifies him for the more advanced CAA courses.

#### *Cross-Country Course*

The cross-country course was introduced in the spring of 1941. It is open only to graduates of the secondary course. This course was designed to give the student considerable experience in cross-country flying, taking full advantage of the airway facilities and government aids to navigation.

The ground instruction in this course comprises 108 hours and covers advanced navigation including radio, applied meteorology, power-plant operation, and the analysis of flight and engine instruments. The scope and level of these subjects are on a par with a commercial pilot certificate.

The flight equipment used for this course consists of four-place cabin airplanes, powered by engines of at least 250 horsepower. These planes must have full sending and receiving radio equipment, including a loop aerial for direction finding and homing on radio range.

Three students are taken up in the plane on each flight. The course consists of forty hours of piloting and sixty hours in which the student acts as navigator and observer. For the first twelve hours the students practice take-offs and landings, each taking his turn at the controls. Most of the flight training consists of three-hour cross-country flights, each of the students flying the airplane for one hour. The last part of the course is devoted to night flying, including night take-offs and landings and a solo flight.

Prior to each cross-country flight, the students must secure the latest weather reports and forecasts and decide whether the flight is advisable under the existing weather conditions. The proposed course is laid out carefully on the map. A suitable number of check points are selected and their distance away from the home port accurately determined.

The next step is to make out a complete flight plan. This plan includes the proposed course that the flight is to follow, the distance, altitude, true air speed, estimated wind, temperature, headings, ground speed, air time, horsepower, engine manifold pressure to be used, and the estimated gas consumption. In addition, the students must enter a forecast of the weather that they expect to encounter en route. They must also specify the alternate procedure to be followed if they are forced to abandon the original plan because of adverse weather. Just prior to take-off the plan must be transmitted by radio or telephone to the nearest airway traffic control center.

During each flight the students serving as navigators keep a flight log. They must enter the exact time of arrival over each check point, determine their ground speed and the actual wind direction and velocity, and instruct the student serving as pilot to make the necessary changes in his heading. The student acting as pilot must radio his position along the airway at regular intervals. During this part of the course every effort is made to simulate scheduled air-line procedure as closely as possible.

Several of the flights consist of riding the airway radio beams. In this way the student becomes familiar with the operation of radio ranges and learns how to take full advantage of this valuable navigation facility. Other flights are devoted to practice with the radio homing loop.

#### *Instructors' Course*

The first regular instructors' course was started in September, 1941. The students in this first course have completed their training, and most of them have secured their commercial pilot license and instructor rating. Several have already secured positions as flight instructors in the CPT program, some have secured positions with airlines, and still others have joined the Army and Navy air services.

This course consists of seventy-two hours of ground instruction, including thirty-six hours of general review and thirty-six hours on the principles of teaching aviation. The flight instruction consists of forty hours of flying time. The first twenty hours are devoted to a review of the precision flying and acrobatics learned in the secondary course. During the remaining twenty hours, the student rides in the front seat of the plane and attempts to teach his instructor how to fly.

#### *Instrument Flying Course*

Flying jobs such as air-line piloting require an instrument rating. With this in view, plans are now being formulated for a fifth CAA course in instrument flying. The graduates of this course should be well trained for all types of commercial flying.

## Youth and War-Service Opportunities

PAUL E. ELICKER

*Executive Secretary, National Association of Secondary-School Principals  
Washington, D. C.*

ADMINISTRATORS, ADVISERS, AND TEACHERS will be expected to extend their guidance services for all youth during the war-time period. Youth will want to know how he can make his best contribution to his nation's effort in the war-time program. The school should be the most reliable agency to counsel youth intelligently in respect to his best individual contribution.

In the total picture, there is an important and necessary place for youth of secondary-school age. Many who are moved by a pressing patriotic desire to participate in a most active way may want to enlist in the armed forces at once; others will avail themselves of present educational opportunities to prepare themselves through health and academic training for the war-service opportunities that are open to youth who meet certain age and health requirements and academic standards. A hasty choice, without a careful survey of personal qualifications and a thorough knowledge of all opportunities for war-time service, may result in misplacement of our total man power and human resources. Preparation now through schools and colleges will assure our nation of youth's maximum effort.

Through educational and governmental agencies, information has been obtained on the needs of the government for personnel and the qualifications required for the war services open to young men and women.

The War Department, Headquarters Air Corps Flying Command, recommends a program of academic pre-training for prospective aviation cadets. The program is recommended for young men who do not intend to enlist immediately as aviation cadets and have time available for pre-training. Students who have not finished the secondary school and for whom there is time for getting their pre-training through regular secondary school and college courses, should include: advanced secondary-school algebra; at least 25 lessons in solid geometry, including the geometry of the sphere; plane and spherical trigonometry; descriptive astronomy; a college course in general physics; a course including a substantial amount of work with maps. Additional courses in mathematics and the physical sciences would be useful for particular objectives within the Air Corps. This plan is recommended for young men who do not intend to enlist immediately as aviation cadets, but who intend such action later.

The following<sup>1</sup> war-service opportunities are described briefly. Additional information may be obtained from the official documents of the different governmental departments.

CIVIL AERONAUTICS ADMINISTRATION—CIVIL PILOT TRAINING  
ARMY AIR CORPS—AVIATION CADET—PILOT-BOMBARDIER-NAVIGATOR  
ARMY AIR CORPS—AVIATION CADET (GROUND-CREW)

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<sup>1</sup>Digests prepared by American Council on Education, 744 Jackson Place, Washington, D. C.

NAVY AIR CORPS—NON-PILOT AVIATION CADET TRAINING IN  
METEOROLOGY  
WEATHER BUREAU—CAA TRAINING IN METEOROLOGY  
NAVAL RESERVE—CLASS V-1—ACCREDITED COLLEGE PLAN  
NAVAL RESERVE—CLASS V-5—NAVAL AVIATION CADET  
NAVAL RESERVE—CLASS V-7—DECK OR ENGINEERING OFFICER  
MARINE CORPS RESERVE—OFFICER CANDIDATES' CLASSES  
UNITED STATES COAST GUARD OFFICERS' RESERVE  
MERCHANT MARINE—DECK OR ENGINEER CADET  
ARMY—OFFICE OF THE CHIEF SIGNAL OFFICER—ELECTRONICS TRAINING  
GROUP  
ARMY SIGNAL SERVICE—CIVILIAN FIELD EMPLOYEES  
CIVIL SERVICE—STUDENT PHYSIOTHERAPY AIDE AND APPRENTICE  
PHYSIOTHERAPY AIDE  
CIVIL SERVICE—TECHNICAL AND SCIENTIFIC AIDE  
ARMY MEDICAL CORPS  
NAVAL RESERVE—CLASS H-V (P)—MEDICAL AND DENTAL  
ARMY NURSE CORPS—NAVY NURSE CORPS  
FEDERAL BUREAU OF INVESTIGATION  
CIVIL AERONAUTICS ADMINISTRATION—CIVIL PILOT TRAINING  
ELEMENTARY COURSE

### *Training*

Approximately five months, at some institution where the course is offered. The training is part-time, and may be taken concurrently with other college work. It consists of 72 hours ground school and 35 to 45 hours flight training. Upon successful completion the student receives a private pilot's certificate.

### *Requirements for Eligibility*

*Age*—18-25 inclusive (Parent's consent if minor).

*Examinations, Physical*—By CAA medical examiner.

*Education*—30 semester hours of college credit if now in college; 60 hours of college credit if not now in college. This is in the process of change and eventually no evidence of prior formal education will be required. A screening test will be required instead.

*Other*—Must agree to use training for military or naval aviation at the discretion of the Civil Aeronautics Administration.

### *Expense to Student*

\$12 for physical examination; \$4.90 for accident insurance and hospital and medical benefit. Expense of private transportation to and from airport will soon not be borne by the student.

### *Relation to Selective Service*

Induction usually postponed until training is completed.

### SECONDARY COURSE

### *Training*

Approximately five months. The course consists of 108 hours ground school and 40 to 50 hours flight training. Certificate of completion confers eligibility for next higher CPT (cross-country) course, and also qualifies

for admission to Army or Navy flight training at an advanced stage.

*Requirements of Eligibility*

Same as for Elementary Course, except evidence of successful completion of Elementary Course, and evidence that one-half of the college credits necessary for a degree will have been earned by the time the Secondary Course is completed.

*Expense to Student*

\$12 for physical examination; \$6.30 for accident insurance and hospital and medical benefit. Expense of private transportation to and from airport will soon not be borne by the student.

*Relation to Selective Service*

Induction usually postponed until training is completed. This will in all probability be changed requiring each candidate to enlist in the Enlisted Reserve of the U. S. Air Corps.

*Comments*

The Elementary and Secondary Courses are feeders for three more advanced CPT courses, and also for the Army and Navy Air training services. (*Vide*, pages 149-51 of this issue of THE BULLETIN.) Likewise many changes are now underway: A "screening test" is being required of all candidates; full-time courses are being set up; Those entering will be required to enlist in the Enlisted Reserve of the U. S. Army Air Corps.

ARMY AIR CORPS—AVIATION CADET—PILOT—BOMBARDIER—NAVIGATOR

*Training*

Approximately eight months. Upon enlistment, candidate is appointed aviation cadet with understanding that it will normally take about eight months to complete training after which recommended candidates are commissioned second lieutenant in Air Corps Reserve, with obligation to serve on active duty.

*Requirements for Enlistment*

*Age*—18-26 inclusive, at appointment. (Parent's consent if a minor.)

*Examination, Physical*—Somewhat stricter than for enlisted men; must have vision of 20/20 both eyes and normal color perception; height—pilots, 64 to 76 inches; bombardiers and navigators, 60 to 76 inches.

*Scholastic*—A new "screening test" will be given to all applicants for air crew training as bombardiers, navigators, and pilots. There will be no exemptions because of college credits earned. The test is designed to determine the applicant's fitness to pursue successfully the courses of instruction in Air Corps training schools.

*Education*—No evidence of prior formal education required.

*Other*—Must be citizen of U. S. at least ten years immediately preceding appointment. Married men are eligible provided they sign a statement that dependents have sufficient means of support.

*Pay*

As cadet, \$75 a month plus \$1 a day ration allowance and lodging, clothing, medical and dental care, and \$10,000 life insurance while in



training; as second lieutenant, \$245 a month, including allowances. Upon original commission, an initial uniform allowance of \$150 is given.

*Relation to Selective Service*

Not liable from day of actual enlistment; can probably obtain postponement while application is being considered, at the discretion of the Selective Service Board.

*Comments*

Civil Pilot Training is an advantage, but no definite preference is given to graduates of the course. Applicant must have temperamental constitution suitable for military flying.

ARMY AIR CORPS—AVIATION CADET (GROUND-CREW)

*Training*

Applicants enlist in the Army Air Corps and are immediately appointed aviation cadets and enter upon periods of training varying in length according to the five types of service toward which they lead, as indicated below. Upon completion of the training, recommended candidates are commissioned as second lieutenants in the Army Air Corps Reserve.

*Requirements for Enlistment*

*Age*—18-26 inclusive, before appointment. (Parent's consent if a minor.)

*Examinations, Physical*—Officers Reserve Corps.

*Education*—This varies according to the five types of service, as indicated below.

*Pay*

As cadet, \$75 a month, plus \$1 a day subsistence while in training; as second lieutenant, \$183 a month, including allowances, when commissioned. Upon graduation receives an initial uniform allowance of \$150 cash. In the case of cadet training in Meteorology, all tuition expenses will be paid by the government.

*Relation to Selective Service*

Not liable from day of actual enlistment; can probably obtain postponement while application is being considered.

*Comments*

Must possess required moral and character qualifications. Although applicant must meet definite educational requirements, physical requirements for this type of duty do not include passing the flight physical examination.

AERONAUTICAL ENGINEER

*Training*

Approximately 19 weeks, followed by Army airplane mechanics' course at Air Corps Technical School.

*Education*

Must have completed at least three years of engineering studies at an accredited college or university. Engineering degree preferred.

## TRAINING IN ARMAMENT

*Training*

About 12 weeks. At present eligibility is limited to aviation cadets and former aviation cadets who are currently being eliminated from further pilot instruction because of flying deficiency. These must be recommended by the commanding officer of the Air Corps Training Detachment for such training by reason of mechanical aptitude, and may not have failed in any ground subject.

*Education*

As aviation cadets, applicants are not required to submit evidence of prior formal education.

## COMMUNICATIONS

*Training*

Approximately 16 weeks specialized study at Air Corps Technical School, Scott Field, Belleville, Illinois.

*Education*

Must have completed either two full years of engineering studies, or have had two years of college and hold an amateur radio license, or have had two years of college with one year of college physics.

## PHOTOGRAPHIC LABORATORY COMMANDERS

Applications are not being accepted at present unless applicant has had experience in commercial photography.

*Training*

Approximately 12 weeks.

*Education*

Must have at least three years of chemistry or geology in an accredited college.

## METEOROLOGY

*Training*

Approximately nine months at one of the following institutions in Department of Meteorology: New York University, Massachusetts Institute of Technology, University of Chicago, California Institute of Technology, and University of California at Los Angeles. Aviation cadet on non-flying status while undergoing training; second lieutenant in Air Corps Reserve on successful completion of course.

*Education*

Must be college graduate, or completing senior year in college, and have specialized in sciences, engineering, or similar technical subjects; must have satisfactorily completed thorough courses in mathematics, including differential and integral calculus, and one year of physics, including heat and thermo dynamics.

## NAVY AIR CORPS—NON-PILOT AVIATION CADET—TRAINING IN METEOROLOGY

*Training*

Approximately nine months at one of the following institutions in Department of Meteorology: New York, Massachusetts Institute of Technology, University of Chicago, California Institute of Technology, and

University of California at Los Angeles. Successful applicants will be commissioned as ensign in the Navy at beginning of training period. Civil Service examination for junior meteorologist required at or before end of training program.

*Requirements for Enlistments*

*Age*—Between 20-27 inclusive.

*Examinations*—Must be able to pass the physical examination required for appointment to Naval Reserve.

*Education*

Must be college graduate, with degree in engineering or science; have knowledge of differential and integral calculus, and one year of college physics.

*Other*

Unmarried. Must agree to accept employment in Weather Bureau if not selected by armed forces for work in meteorology at completion of training.

*Pay*

\$125 per month, plus allowance for quarters and rations while at school and during subsequent assignment elsewhere. All tuition expenses paid by the government.

WEATHER BUREAU—CAA-TRAINING IN METEOROLOGY

*Training*

Approximately nine months in Department of Meteorology at one of the following institutions: New York University, Massachusetts Institute of Technology, University of Chicago, California Institute of Technology, and University of California at Los Angeles. Civil Service Examination for junior meteorologist required at or before end of training program.

*Requirement for Eligibility*

*Age*—20-30 inclusive.

*Examinations*—Must be able to pass Army or Navy physical examination.

*Education*—Must be college senior or graduate; have knowledge of differential and integral calculus, and one year of college physics; have acquired by March 1, 1942 a private pilot's certificate of competency by the successful completion of the primary civilian pilot training course.

*Other*

Must agree to accept, upon the successful completion of the course, appointment, if offered, in the Army or Navy Reserve, the Weather Bureau, or other governmental agencies.

*Pay*

Tuition, and expenses approximating \$75 per month for room and board, will be paid by the government. A special fund for the purchase of books and school supplies will also be provided.

*Relation to Selective Service*

Not liable when commissioned in Army or Navy Reserve. Induction likely to be postponed until completion of training.

## NAVAL RESERVE—CLASS V-1 ACCREDITED COLLEGE PLAN

The Navy Department has announced a plan under which secondary-school pupils who have been accepted by an accredited college may enlist for naval service and remain on an inactive status in a college of their own choice while becoming eligible for a commission as an officer in the United States Navy. The plan makes possible the enlistment annually of up to 80,000 young men who have reached their seventeenth birthday but who are not yet twenty years of age. They must be unmarried, of good moral character, and enrolled in an accredited university, college, junior college, or technical school of collegiate grade.

*Class V-1*

Secondary-school pupils who enlist in class V-1 will be permitted to enter an accredited institution of their own choice in the term beginning immediately after their enlistment, and to pursue their college education at their own expense at least until they have completed approximately two calendar years. Near the end of this period, about March 1, the Navy Department will give a comprehensive examination to these students covering certain subject matter which the Navy Department considers indispensable to anyone hoping to become a commissioned officer in the United States Navy. The examination will test the student's capacity to express himself clearly and to read comprehensively, to perform basic operations in trigonometry, and in the subjects preparatory thereto. It will also test his knowledge of elementary physics and his general intellectual ability.

The student will be permitted to choose any college course leading to a Bachelors degree which includes instruction in the foregoing fields and is accepted by the Navy Department as meeting the minimum requirements for this training program. For example, a student who wishes to take a degree in Business Administration may do so providing such a course includes the basis training in English, mathematics, and physical sciences required by the Navy Department of candidates for officer's commissions.

In addition to these requirements, the student will be expected to bring himself to the best possible condition of physical fitness. Colleges and universities planning to participate in this program will be expected to provide an adequate program in physical education, including swimming, to guarantee the maximum physical development of students in Class V-1. The physical fitness of each candidate will be examined, both at the time of enlistment and at the end of a two-year period, when he applies for transfer to the V-5 or V-7 plans for officer training. Secondary-school pupils expecting to enlist under the V-1 plan should, therefore, make every attempt to get themselves into the best possible physical condition even before they are admitted to colleges.

*Class V-1 and V-7*

Of the 80,000 students who take the Navy Department's comprehensive examination each year, 35,000 will be selected for additional training prior to being commissioned. Twenty thousand of these 35,000 who can

satisfy the physical requirements will be chosen for transfer to Class V-5 and will go into a Naval Aviation Training Station, and if they successfully complete the course which will run for approximately eight months, they will be commissioned as Ensigns in the United States Naval Reserve and assigned duties involving flying. The remaining 15,000 will be selected under the V-7 plan, which provides that the student may finish his college course leading to a baccalaureate degree, after which they will receive further technical training in a Naval Reserve Midshipmen's School. After completing this program successfully they will be commissioned as Ensigns in the Naval Reserve and assigned to deck and engineering duty.

Those students who do not pass the comprehensive examination, with a sufficiently high grade to qualify for a commission, will be sent to a Naval Training Station as apprentice seamen at the completion of the first two years of college work. Students who leave college at any time during this two-year period, either because their academic record is not satisfactory to the institution, or for any other reason, will automatically be called into service as apprentice seamen.

#### *Sources of Information*

High-school student (seniors) enlisting under this plan should make application to a college or university accepted by the Navy Department to conduct such a program, and after receiving an official statement from the Registrar of the college to the effect that they are admitted as a regular full-time student, they can report to the local Naval recruiting officer for further instructions. The principal or guidance counselor should be in a position to discuss these possibilities to those interested pupils and also be able to inform them of the colleges and universities participating in this program.

#### *Data Summarized*

##### *Training*

Two calendar years of pre-induction Naval training courses, offered by accredited colleges and approved by the Navy Department.

##### *Requirements for Enlistment*

*Age*—Not less than 17 and under 20, except applicants who have reached twentieth birthday within 60 days prior to completion of sophomore year in college. Written consent of parents.

*Education*—Must be enrolled or accepted for enrollment as regular full-time student (thirteenth or fourteenth year) in an accredited university, college, or junior college, pursuing a course leading to a baccalaureate degree.

*Examinations, Physical*—For enlistment in Naval Reserve.

*Scholastic*—The general examination is now scheduled to be given every March of the second college year.

*Other*—For subsequent transfer to V-5 or V-7, applicant must have been U. S. citizen for at least 10 years.

##### *Pay*

While in inactive status, none. No uniform or equipment will be issued until called to active duty.

*Relation to Selective Service*

Not liable from day of enlistment.

*Relation to College Status*

Upon separation from the college for any reason, enlisted men will be ordered to active duty in enlisted status at the nearest Naval Training Station.

*Comments*

For further details concerning V-1, and its relation to V-5 and V-7, see *Information for Institutions of Higher Education as to Class V-1, U. S. Navy, (Accredited College Program)* 24 pp., distributed by the Navy Department, March 1, 1942.

## NAVAL RESERVE—CLASS V-5—NAVAL AVIATION CADET

*Training*

Approximately 30 days' preliminary training as seaman second class, V-5, after which recommended candidates will be appointed aviation cadets and sent to one of the principal Naval Air Stations for approximately nine months of flight training. Following this, those selected for active flight duty with the fleet will be commissioned ensigns, USNR, or second lieutenants in the U. S. Marine Corps Reserve, as the case may be. The Navy Department is now in process of leasing the plants of four educational institutions in various regions for use as induction centers. Upon the execution of this plan the period of preliminary training will become twelve weeks, making the total training period normally about one year.

*Requirements for Enlistment*

*Age*—19-27 inclusive at time of enlistment (Parent's consent if a minor).

*Examinations, Physical*—Stricter than for Regular Navy.

*Education*—Sophomores, juniors, or seniors in college may enlist at any time with reasonable expectation of being allowed to finish the current college year before being called to active duty. Educational qualifications in order of preference are as follows

- (1) Graduate of Naval Reserve Officers' Training Corps
- (2) Holder of degree in aeronautical engineering
- (3) College graduate
- (4) At least two years in college, with mathematics background in Class V-1
- (5) "Equivalent" of two years in college

*Pay*

\$75 per month, plus subsistence allowance of \$1 a day as aviation cadet; \$205 a month as ensign or second lieutenant, including allowances, plus extra allowances for flying risk which may bring total to \$245 a month.

*Relation to Selective Service*

Not liable from day of enlistment.

*Comments*

Must be educationally, morally, physically, and psychologically suited for flying.

## NAVAL RESERVE—CLASS V-7—DECK OR ENGINEERING OFFICER

*Training*

Approximately 30 days as enlisted apprentice seaman, Class V-7, after which recommended candidates will be appointed midshipmen, USNR, and given an additional three months' training, which, if satisfactorily completed, qualifies the midshipman for commission as ensign, USNR. Candidates not recommended for appointment as midshipmen will be ordered home and discharged, or, upon their own request, transferred in an enlisted status to another branch of the Naval Reserve for which qualified.

*Requirements for Enlistment*

*Age*—19-28 inclusive (Parents' consent if a minor).

*Experience*—None.

*Examinations*—Physical examination is the same as for ensign, USNR, except that minimum height is 65½ inches.

*Education*—(1) Any one of the following Bachelor degrees from an accredited institution: Arts, Science, Education, Philosophy, Business Administration, Commercial Science, Journalism, Laws (preceded by two years pre-law in an accredited institution) and any engineering degree. Must also show credit for at least two one-semester courses in mathematics of college grade. Also credit for a course in plane trigonometry taken in any accredited secondary school or college.

(2) Secondary-school seniors may qualify for V-7 by enlistment in Class V-1.

*Pay*

As apprentice seaman, none; as midshipman, at rate of \$7.00 per year, plus daily ration allowance of 75 cents.

*Relation to Selective Service*

Not liable from day of enlistment.

*Sources of Fuller Information*

*Circular for the Information of Persons Desiring Appointments as Officers, Cadets, Midshipmen, or Nurses, or Enlistments in the United States Naval Reserve* (October 1941) 26 pp; plus Circular (Revised) NRB-31097—(December 19, 1941) *Information for Candidates for Appointment as Midshipmen, U. S. Naval Reserve, 1942-43*, 2 pp; plus mimeographed *Corrections to Circular of Information*, 2 pp.

## MARINE CORPS RESERVE—CANDIDATES' CLASS FOR COMMISSION

The Marine Corps will enlist members of each of the four college classes as privates first class in the Marine Corps Reserve. It is desired that they remain on inactive status and continue in college until they receive their degrees; *but exigencies may necessitate their being called to active duty before graduation*, in which event at least six months' notice will be given. Beginning in May 1942, *monthly* increments of approximately 225 men will be ordered to active duty for training.

*Training After Call to Active Duty*

Three months as private first class, after which successful candidates



will be commissioned second lieutenants and given a similar period of intensive training as officers before being assigned to duty with troops for the duration of the war. Enlisted students who fail to complete the required training or otherwise fail to attain commissioned rank will either be continued on active duty as enlisted men in another class of the Marine Corps Reserve, or discharged, at the discretion of the Commandant of the U. S. Marine Corps.

*Requirements for Enlistment*

*Age*—College freshmen 17-22; sophomores 18-23; juniors 19-23½; seniors 20-24½; after graduation 20-26. Upper age-limits extend only to beginning of year or half-year indicated.

*Examinations, Physical*—examination is the same as for second lieutenant in regular service (minimum height 66"; maximum 76").

*Education*—(1) as indicated above. (2) When the number of qualified candidates is not sufficient to fill the grade of second lieutenant, appointments may be made from noncommissioned officers or privates who have served at least one year on active duty and who hold a degree of B.A., B.S., any Engineering degree, B.Ph., B.Jour., B.Ed., B.C.S. or B.Bus. Adm., or who pass examinations of proficiency in prescribed subjects.

*Pay*

In inactive status, none. On active duty, as private first class, \$36 a month; as second lieutenant, pay and allowances approximating \$183 a month. Upon original commissioning there is a gratuity of \$250 for purchase of uniforms.

*Relation to Selective Service*

Not liable from day of enlistment.

UNITED STATES COAST GUARD OFFICERS' RESERVE

(Now operating under jurisdiction of U. S. Navy Department)

*Training*

Approximately 30 days as enlisted apprentice seaman, U. S. Coast Guard Reserve, at the Coast Guard Academy at New London, Connecticut, after which recommended candidates will be appointed as cadets, U. S. Coast Guard, and given an additional two or three months' training. Upon satisfactory completion of the prescribed course of instruction the cadet will be commissioned as ensign in the Coast Guard Reserve, ready for service in time of war or national emergency. Candidates who for any reason fail to qualify for appointment as cadet, or for commission as ensign, will be ordered home and discharged, or upon their own request, enlisted in the Coast Guard Reserve, in such branch and rating as their qualifications warrant.

*Requirements for Enlistment*

*Age*—20-29 inclusive, at time of appointment as cadet.

*Examinations*—At least a bachelor's degree from an accredited college

or university, including at least two one-semester courses in mathematics of college grade.

#### *Pay*

As apprentice seaman, regular pay of that rating; as cadet, at rate of \$780 a year, plus an allowance for subsistence; as ensign, base pay of \$125 a month, plus allowances.

#### *Relation to Selective Service*

Not liable from day of enlistment.

#### *Sources of Fuller Information*

Undated two-page release, *Information for Candidates relative Training Course for Commissions, United States Coast Guard Reserve*, and display sheet, *The U. S. Coast Guard Needs Officers*.

#### MERCHANT MARINE—DECK OR ENGINEER CADET

#### *Training*

Preliminary training of eight weeks at one of the cadet schools (presently located at New York City, San Francisco, and New Orleans); 10 months' study while on sea duty; 10 months ashore (San Francisco or New York City academy). After the foregoing 22 months of training, including twelve ashore and ten at sea, successful applicants will be eligible during the emergency for license as merchant officer and commission as ensign, USNR. Exceptions to this are those cadets holding engineering degrees which permit them to sit for third- or second-assistant engineer licenses after a minimum of three months aboard ship subsequent to preliminary training period.

#### *Requirements for Enrollment*

*Age*—18-22 inclusive—date of application (Parent's consent if minor).

*Examinations*—Physical examination is the same as for the U. S. Navy or Naval Reserve. (Must be not less than 5' 5" nor more than 6' 4" in height; have vision of 20/20 in each eye, uncorrected, plus color perception.

*Education*—Must possess at least 12 units from accredited secondary schools.

*Required subjects*—3 units in English; 1 unit in mathematics; 1 unit in science.

*Elective subjects*—remaining 7 units may be supplied from other subjects completed, or from additional credits in the subjects named.

#### *Pay*

A monthly pay of \$65 while at cadet schools, and at least \$65 a month while in training aboard merchant ships, with quarters and subsistence gratis. War risk insurance of \$5,000 while serving on vessels. U. S. Employees Compensation benefits while at cadet schools.

#### *Expense to Student*

It is suggested that the student provide himself with personal spending funds of \$25 for period of preliminary training.

*Relation to Selective Service*

Cadets hold concurrent appointments as cadets, USNR, and cadets' USMCC, and are exempt from the day on which they execute the oath.

*Comments*

The number of cadet officers and cadets assigned to vessels for training by the US Maritime Commission is unlimited for the duration of the emergency. Normally the total is 600. It is estimated that during the emergency the total will approximate 2000 and about 1000 will be graduated each year.

*Sources of Fuller Information*

The U. S. Maritime Commission has just issued a brochure titled *Information Booklet* which gives many interesting details of this branch of the service.

U. S. ARMY—OFFICE OF THE CHIEF SIGNAL OFFICER—ELECTRONICS  
TRAINING GROUP

*Training*

The original plan contemplated immediate appointment of successful applicants as second lieutenants for service with the Signal Corps, Aircraft Warning Service, followed by a training period of approximately eight months in England, of which about three months would be in a training school and five months in the field observing the operation of secret devices for airplane detection. In the future the training period may be of different length, and may be conducted in the United States or elsewhere.

*Requirements*

*Age*—18-46 inclusive when commissioned.

*Education*—Applicants for commissions must have a college degree or its practical equivalent in electrical engineering, or have specialized in radio communication, or be electronic physicists.

*Pay*

While on inactive duty, none; while on active duty as second lieutenant, pay and allowances aggregating \$183 per month. Allowance of \$150 for uniform when first commissioned.

*Relation to Selective Service*

Not liable from day of enlistment or from day of acceptance of commission.

*Comments*

Application for enlistment must be sent direct to the Office of the Chief Signal Officer, War Department, Washington, D. C., accompanied by a statement by the Dean of Engineering to the effect that the applicant may reasonably be expected to be graduated if allowed to complete his course, and by a statement from the Professor of Military Science and Tactics certifying that the applicant appears to be suitable officer-material.

U. S. ARMY SIGNAL SERVICE—CIVILIAN FIELD EMPLOYEES

The Signal Corps of the Army has training facilities for at least 1000 men who have had three and one-half years of college engineering education

or electronic physics, and who are not physically qualified for commissioned service in the Army. The training is at Lexington Signal Depot, Lexington, Kentucky, with small groups beginning the course at frequent intervals.

#### *Training*

A course in ultra-high frequency techniques, qualifying the graduates to be placed in charge of a group of technicians at a Signal Corps installation. In length and content the course is equivalent to the last semester or other similar segment of a four-year college course in engineering or electronic physics. Seniors who complete the course will presumably be granted degrees at the discretion of the institution from which they came.

#### *Requirements for Eligibility*

There are no rigid specific standards as to age or physical condition. Acceptance is dependent largely upon the results of an interview.

*Education*—Current or recent attendance as above indicated at an approved institution giving engineering courses, or at a college having a strong department of physics.

#### *Pay*

Applicants accepted will be immediately employed as P-1 Engineers at \$2,000 a year. This will be the rate of compensation during training and thereafter until promotion to the next higher grade, which pays \$2,600 a year. Promotion is estimated to be probable some six months after completion of training, but cannot be promised.

#### *Relation to Selective Service*

Employment as a civilian does not provide deferment.

#### *Comment*

The Signal Corps also has civilian openings for men of this type having lower educational qualifications (secondary-school graduation and upward) who can be given similar training at lower levels and employed at lower grades, for which entrance salaries are usually \$1,440 or \$1,620 a year.

### CIVIL SERVICE

STUDENT PHYSIOTHERAPY AIDE (*Open to Women*)

APPRENTICE PHYSIOTHERAPY AIDE (*Men and Women*)

Not more than 15 female students are to be enrolled quarterly as Student Physiotherapy Aides at Army Medical Center, Washington, D. C.; the number of appointments to position of Apprentice Physiotherapy Aide will be determined by needs of Army Hospitals in United States.

#### *Training*

Condensed 6-months' course at Army Medical Center for Student Physiotherapy Aides. Those successfully completing this course will be assigned to duty as Apprentice Physiotherapy Aides in any Army Hospital for a 6-months' course; upon successful completion of which they will be granted certificates of graduation, and upon passing any prescribed promotional test of fitness will be eligible for retention in the service in position of Physiotherapy Aide at \$1,800 a year.

*Requirements for Eligibility*

*Age*—20-44 inclusive, on date of receipt of application.

*Examinations: Physical*—Rigid physical examination will be made by a Federal medical officer, or other duly licensed doctor of medicine, before appointment. (Height must be not less than 62"; weight not less than 110 pounds; at least 20/100 Snellen each eye, corrected to at least 20/20 in one and at least 20/30 in other).

*Civil Service*—Open competitive examinations. Competitors will not be required to report for examination at any place, but will be rated on the extent of their education, extent and quality of experience, and on fitness, on a scale of 100.

## STUDENT PHYSIOTHERAPY AIDE

*Education*—Must have completed full 4-year course leading to bachelor's degree in an accredited school of physical education, or other recognized university or college with major study in physical education. Courses taken must have included human anatomy, human physiology, human kinesiology. Applications will be accepted from *senior students* of institutions of recognized standing, if otherwise qualified, who show that they expect to complete the required college course within nine months of date of application.

## APPRENTICE PHYSIOTHERAPY AIDE

*Education*—Must have completed or must now be in course of completing full special condensed course leading to graduation from a school of physiotherapy meeting standards established for duration of emergency by the American Medical Association.

*Pay*

Student Physiotherapy Aide, \$420 a year (less deduction of \$360 a year for subsistence and quarters); Apprentice Physiotherapy Aide, \$1,440 a year.

*Sources of Fuller Information*

U. S. Civil Service Announcement No. 117 (Unassembled) and Amendment to Announcement No. 117 (Unassembled) of 1941.

## CIVIL SERVICE—TECHNICAL AND SCIENTIFIC AIDE

There are four grades in this category, with salaries graduated from \$1,440 to \$2,000 a year. Of immediate interest is the fact that the War Department needs approximately 1000 young women laboratory aides, at the rate of about 100 persons a month. They will be secured from among applicants who have completed two years of college study, including two laboratory courses in physics or chemistry and a course in trigonometry. The examination most closely approximating these specifications is that for *Assistant Technical and Scientific Aide*. Accordingly the examination announcement for that grade is digested herein. Qualifications for other grades are detailed in the same announcement.

*Requirements for Eligibility*

*Age*—Under 53. Open to men and women.

*Examinations: Physical*—Due to the emergency, persons not fully meeting all physical requirements may be certified for temporary duty for the duration in the absence of qualified eligibles.

*Civil Service*—Open competitive. Competitors will not be required to report for examination at any place, but will be rated on extent of education, extent and quality of experience related to the duties of the position applied for, and general fitness, on a scale of 100.

*Experience*: Two years of responsible, paid technical or scientific work of high quality, for which, however, *education* at a recognized college or university may be substituted, year for year.

*Education*: There are six options. The specific training required under each option is as follows:

<i>Radio</i> —	6 semester hours (or a 6 months' course at a recognized radio school)
<i>Explosives</i> —	8 semester hours in organic chemistry
<i>Chemistry</i> —	24 semester hours
<i>Physics</i> —	16 semester hours
<i>Metallurgy</i> —	14 semester hours in strictly metallurgical subjects
<i>Fuels</i> —	10 semester hours in coal, gas, petroleum, wood, etc.

#### *Pay*

As Assistant Technical and Scientific Aide, \$1,620 a year.

#### *Sources of Fuller Information.*

U.S. Civil Service Examination *Announcement No. 133 (Unassembled)*

U.S. Civil Service Commission *Press Release 1-42*, January 29, 1942.

#### *Comment*

It is believed that the need for women to do chemical and physical testing and analysis and related work in laboratories will continue, and the Civil Service Commission expects additional requests for women to fill positions as laboratory aides and technicians at the Bureau of Mines, Bureau of Standards, and the Department of Agriculture, as well as at Army and Navy arsenals.

#### ARMY MEDICAL CORPS—COMMISSIONS IN MEDICAL ADMINISTRATIVE CORPS

Medical students and pre-medical students who are *bona fide* accepted matriculants at approved medical schools within the United States, if otherwise qualified, may be appointed second lieutenant (Medical Administrative Corps). Officers so appointed will not be ordered to active duty pending completion of the medical course at which time they will become eligible for appointment as first lieutenant (Medical Corps). Dental and veterinary students are not eligible for appointment in the Medical Administrative Corps. Medical, dental, or veterinary students who hold a commission in another branch of the Army (usually by virtue of completion of Senior ROTC before entering the professional school) will not be called to active duty until separation from the approved professional school or until eligible for appointment to a commission in the appropriate branch.

*Training*

Regular course in approved medical school. Active duty deferred until completion of one-year internship. Entire training at student's own expense except for a very limited number of medical graduates who may obtain Army internships. Army interns are civilian employees of the War Department during their internship, receiving quarters, subsistence, and a salary of \$60 a month.

*Requirements for Eligibility*

*Age*—18 and up. Upper limit determined on merits of each applicant's general suitability.

*Examinations*—A physical examination by an officer of the Medical Corps, or the Medical Reserve Corps.

*Education*—As indicated in the first paragraph above.

*Pay*

Prior to call to active duty, none. Second lieutenants are expected to apply for and secure appointment as first lieutenant, Medical Corps, within one year after completion of the prescribed four-year course of medical instruction. Pay on active duty in this grade is \$166.67 a month, plus rental and subsistence allowances of \$96 a month if the officer has dependents, or \$58 a month if without dependents.

*Relation to Selective Service*

Not liable from day of acceptance of commission.

NAVAL RESERVE—CLASS H-V(P)—(MEDICAL AND DENTAL CORPS)

Medical students in Class "A" medical colleges, and dental students in accredited dental colleges, and pre-medical or pre-dental students who have been accepted for the next entering class in such medical or dental colleges, may be appointed as provisional ensigns in the Naval Reserve in Class H-V(P), provided they meet the physical and other requirements. It is the policy of the Navy Bureau of Medicine and Surgery not to nominate such officers for active duty until after they have completed their prescribed medical or dental studies and (in the case of medical students) have served one year's satisfactory internship in an accredited civilian hospital or have been accepted as Acting Assistant Surgeon in the Navy for intern training.

*Training*

Regular four-year course in Class "A" medical college, or accredited dental college, plus (in the case of medical students) one year's internship, all at the student's own expense except the internship in case of appointees who have been accepted as Acting Assistant Surgeons for intern training.

*Requirements for Eligibility*

*Age*—19-30 at time of appointment as probationary ensign. (Upper age-limit is to nearest birthday).

*Examinations*—Same physical examination as for Regular Navy, with due consideration for the character of duty to be assigned.

*Education*—As indicated above.



*Pay*

Prior to call to active duty, none. Upon graduation from medical or dental college the provisional ensigns will be appointed lieutenants (junior grade) in the Naval Reserve, and (in the case of medical students) after completion of internship in non-naval hospitals, will be nominated for active duty. Pay on active duty in this grade is \$2,000 a year, plus rental and subsistence allowances of \$1,158 if the officer has dependents, or \$699 if without dependents. For those accepted as Acting Assistant Surgeons in the Navy for intern training, pay is the same.

*Relation to Selective Service*

Not liable from day of appointment as probationary ensign. Statement from Commandant of local Naval District that application is on file will probably be accepted by local Selective Service Board as basis for deferment until application has received final action.

## THE ARMY AND THE NURSE CORPS

Qualified nurses may enter the Army Nurse Corps as Regular Army Nurses or as Reserve Nurses assigned to active service. Navy nurses are appointed in the Navy Nurse Corps or in the Naval Reserve Nurse Corps.

*Requirements for Appointment and Pay**Army Nurses*

*Age:* Regular Army Nurse 22-30; Reserve Nurse 21-40.

*Examinations: Physical*—Fitness determined by Army medical officers.

*Education:* Graduate of 4-year high school and of an approved 3-year school of nursing. Must be a Registered Nurse.

*Other:* Female citizen of U.S. Unmarried (may be widowed or divorced).

Nurses are appointed with relative rank of second lieutenant. When on active duty they receive maintenance, in addition to pay of \$840 a year during first 3 years of service; \$1,080 during second 3 years; \$1,380 during third 3 years; \$1,560 thereafter.

*Navy Nurses*

Navy Nurse Corps 22-28; Naval Reserve Nurse Corps 21-40.

Fitness determined by Navy Medical officers.

Graduate of an accredited high school and of accredited school of nursing. Must be a Registered Nurse.

Female citizen of U.S. Unmarried (may be widowed or legally separated).

Nurses on active duty receive maintenance (equivalent to \$690 a year) in addition to pay of \$840 a year during first 3 years of service; \$1,080 during second 3 years; \$1,380 during third 3 years; \$1,560 thereafter.

*Comment*

Nurses who are enrolled in the American Red Cross Nursing Service and who desire appointment as Reserve Nurses in the Army or as Naval Reserve Nurses are directed to state their preference in writing direct to the Red Cross. Their names will then be submitted to the Superintendent of the Army Nurse Corps or to the Superintendent of the Navy Nurse Corps, as the case may be.

*Sources of Fuller Information*

There is immediate need for increased nursing personnel in both the

Army and the Navy. The foregoing data do not afford a complete and detailed comparison of the two services. Requests for information should be sent to

Superintendent of the Army Nurse Corps, Office of the Surgeon General of the Army, War Department, Washington, D. C.

Superintendent of the Navy Nurse Corps, Bureau of Medicine and Surgery, Navy Department, Washington, D. C.

#### FEDERAL BUREAU OF INVESTIGATION (F. B. I.)

This well-known federal investigative agency employs young men in the position of Special Agent, who must be qualified either in law or in accountancy, and in other respects as noted below. There are also openings for persons qualified in sciences for work in the technical laboratory at Washington, as stated in the comment at the bottom of this page, as well as openings in clerical and clerical-technical positions. The F. B. I. examines and appoints its own personnel without reference to the U. S. Civil Service Commission. The details set forth on this page apply to the position of Special Agent.

#### *Requirements for Eligibility*

*Age:* 23-35 inclusive at time of application.

*Education:* Four alternatives, as follows:

- (1) degree from an accredited law school
- (2) graduation from an accredited school of accounting, plus 3 years of commercial accounting and auditing experience
- (3) college degree with fluent knowledge of some foreign language
- (4) college degree with extensive previous investigative experience

*Examinations.*—A Rigorous physical examination; vision 20/20 corrected; height at least 67"; normal color perception.

*Scholastic and Other*—Written and oral tests to determine proficiency in accountancy or law; analytical ability and investigative knack; possession of satisfactory personal qualities. Must be male citizen of U. S., willing to serve in any part of the United States or territorial possessions.

#### *Pay*

Entrance salary \$3,200 a year; \$6 a day allowance for expenses when outside city headquarters.

#### *Relation to Selective Service*

Deferment at discretion of local Selective Service Board.

#### *Comments*

Further details may be obtained at the nearest field office (field offices are located in 56 cities); laboratory positions as Junior Analytical Chemist, Junior Physicist, Junior Cryptographer, and others, have entrance salaries of \$2,000., with possibility of promotion to \$2,600. and \$3,200 grades. Radio operators start at \$2,600. Appointments are probationary for 90 days, at the expiration of which appointees not found eligible for retention will be separated from the service.

## War-Time Materials for Secondary Schools—A Teachers' Guide to Far Eastern Books

Compiled by

The AMERICAN COUNCIL, INSTITUTE OF PACIFIC RELATIONS

129 East 52nd Street, New York City

for the

NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS

This bibliography compiled for teachers consists of books, pamphlets, and magazine articles that are non-technical in character and readily available. Guides to current publications will be found in the book review sections of the outstanding magazines and the extensive bibliography published in every issue of *The Far Eastern Quarterly*. Further information can be obtained from the School Department, American Council, Institute of Pacific Relations, New York City.

### GENERAL WORKS

#### Books

- Bergsmark, Daniel R., *Economic Geography of Asia*, New York: Prentice Hall, 1935. 642 p. \$5.00. An introductory text covering the whole area. Authoritative, yet simply written. Contains good bibliographies.
- \*Bunker, Frank F., *China and Japan*, Chicago: Lippincott, 1928. 248 p. \$1.60. Written for elementary and junior high schools. Includes physical features, resources, population problems, political and social issues of past and present.
- Harris, George L., *The Far East—A Syllabus*, New York: Institute of Pacific Relations, 1941. (Mimeographed) 70 p. 25c. (Cheaper in quantity.) Designed for the use of school teachers. Contains a 55-page study outline and a 15-page bibliography on the geography and history of the Far East. Permission granted to reproduce all or part of this material. (Kindly give credit and notify Institute.)
- \*Hudson, G. F. and Rajchman, M., *An Atlas of Far Eastern Politics*, Includes supplement, *The Far East 1938-41*, by George E. Taylor. New York: Institute of Pacific Relations, 1942. 202 p. \$2.00. Political geography of the Far East with excellent maps and well-written popular text. Covers China, Japan, Siberia, Manchukuo, Mongolia, and Southeast Asia. The supplement is a penetrating analysis of recent developments.
- \*Hudson, G. F., *The Far East in World Politics*, London: Oxford, 1937. 271 p. \$3.00. Probably the best short presentation of the relation of the western powers to the Orient. Deals with the period from the "opening of the gates" to the outbreak of the Sino-Japanese war.
- Nugent, Donald R., and Bell, Reginald, *The Pacific Area and its Problems*. New York: Institute of Pacific Relations, 1936. 232 p. \$1.35. Carefully compiled study guide. Brief introductory chapters on countries of the Pacific area with main emphasis on detailed questions for class use and bibliographies.
- \*Schultheis, F. D., and Maki, J. M., *A Primer of the Pacific Area*, Seattle: University of Washington, 1941. (Mimeographed). 73 p. 70c. An intelligent reader's guide to the Far East. Gives essential facts on geography, history, current problems, etc., of each of the countries of the Pacific area; written in brief form and arranged like an encyclopedia.

\*Asterisks on this and following pages indicate books suitable for student use.

- Steiger, G. Nye, *The Far East*, New York: Ginn, 1936. 867 p. \$4.75. One of the most valuable of the college texts. An interesting, thoughtful, and comprehensive study of the Far East, including India, China, Japan, and Southeast Asia. A 38-page bibliography (not annotated) and minimum reading lists at the end of each chapter.
- Steiger, G. Nye, Beyer, H. Otley, and Benitez, Conrado, *A History of the Orient*, New York: Ginn, 1926. 450 p. \$2.20. A school text, starting with the beginnings of civilization in the Orient (India, China, Japan, Southeast Asia) and tracing developments down to recent times. A good record of political events but should be supplemented by economic, social, and cultural studies.
- Sweeney, Frances G., Barry, Emily Fanning, and Schoelkopf, Alice E., *Western Youth Meets Eastern Culture*, New York: Lincoln School of Teachers College, Columbia University, 1933. 335 p. \$2.50. Stimulating analysis of an experimental unit conducted for three years in the seventh and eighth grades at Lincoln School. Work in the social sciences, English, and art were integrated in relation to the Far East as the central theme.
- Vinacke, Harold M., *A History of the Far East in Modern Times*, New York: Crofts, 1941. (Fourth edition.) 618 p. \$6.00. A first-rate college text dealing with China, Japan, and Korea from the middle of the 19th century to the summer of 1941. Stresses political, economic, social, and cultural developments. Useful, annotated bibliographies appended to each chapter.
- Periodicals on the Far East*
- Amerasia* (monthly). Amerasia, Inc., 129 East 52nd Street, New York City. Annual subscription, \$2.50; single copies, 25c. Interesting, readable articles on current issues—political, economic, and social. Contains notes on the month's news and schedule of events. Frank editorial bias. (No book reviews.)
- Asia* (monthly). Asia Publishing Company, 40 East 49th Street, New York City. Annual subscription, \$4.00; single copies, 35c. Articles vary from entertaining travel accounts to substantial discussions of politics and economics. Attractive format; pictures. Frequently used in schools.
- The Far Eastern Quarterly*. Far Eastern Association, Inc., Columbia University, New York. Annual subscription, \$4.00; single copies, \$1.00. The first number of this magazine appeared in November, 1941. Articles by experts on many phases of Oriental life—past and present. Intended for the general reader as well as for the specialist.
- The Far Eastern Survey* (fortnightly). American Council, Institute of Pacific Relations, 129 East 52nd Street, New York City. Annual subscription, \$2.50; single copies, 25c. Articles on current developments written from an objective point of view and intended for the general reader. Valuable summary of the fortnight's news.
- Pacific Affairs* (quarterly). Institute of Pacific Relations, 129 East 52nd Street, New York City. Annual subscription, \$2.00; single copies, 50c. A scholarly journal discussing fundamental problems of the Pacific area.

## AMERICA AND THE PACIFIC

- \**Resource Packet on the United States and the Far East*. Washington, D. C.: American Council on Education, 1941. \$1.50. Prepared for secondary schools by the Council and the Institute of Pacific Relations. This packet contains ten items, including a study outline, bibliography, and pamphlets. Sold separately, these items total \$2.95.
- Bisson, T. A., *American Policy in the Far East*. New York: Institute of Pacific Relations, Inquiry Series, 1941. Revised edition with supplementary chapter by Miriam S. Farley. 206 p. \$1.75. Clear and concise chronicle of America's position in the Orient from 1931 to the summer

- of 1941. Written by a careful historian, gives valuable data on Japanese-American trade friction, the struggle for naval limitation, problems of the Filipinos, and the whole pattern of U. S. policy in the Pacific.
- \*Crow, Carl, *He Opened the Door of Japan*, New York: Harper, 1939. 273 p. \$3.00. Story of Townsend Harris, first American consul to Japan. Good for student use.
- \*Dulles, Rhea Foster, *Forty Years of American-Japanese Relations*, New York: Appleton-Century, 1937. 289 p. \$3.00. Popularly written book on American Far Eastern Policy. Starts with the Open Door notes. Dulles' *America in the Pacific* (New York: Houghton Mifflin, 1932) and *The Old China Trade* (New York: Houghton Mifflin, 1930) deal with the earlier periods and are also useful for teachers and students.
- Griswold, A. Whitney, *The Far Eastern Policy of the United States*, New York: Harcourt Brace, 1938. 517 p. \$3.75. Stimulating study of the U. S. record in the Pacific area since the end of the 19th century. A much-discussed book that has achieved a prominent place in the literature of the subject. Fairly advanced.
- Taylor, George E., *America in the Pacific*, New York: Macmillan, 1942. 168 p. \$1.75. Discussion of the issues in the Pacific War from the American point of view; includes pertinent historical background. Emphasis on necessity for U. S. post-war leadership in the Far East not only for the peoples of Asia but for America itself.
- CHINA
- Condliffe, J. B., *China Today: Economic*, Boston: World Peace Foundation, 1932. 188 p. \$2.50. Survey of economic conditions in China. Reviews the fundamental issues of land ownership, standards of living, problems of rural marketing and credit, the trend of industrial development, etc.
- Cressey, George B., *China's Geographic Foundations*, New York: McGraw Hill, 1934. 436 p. \$4.00. Standard geography. Covers both the general picture of China's topography, climate, resources, trade, etc., and furnishes a detailed analysis of her many geographic divisions.
- \*Fei, Hsiao-tung, *Peasant Life in China*, New York: Dutton, 1939. 296 p. \$3.50. An absorbing study of life in a Chinese village. Describes in simple, concrete terms the peasant's relation to his family, to the community, to the soil on which he works. Shows his financial and economic problems emphasizing the difficulties inherent in the industrialization of a country. Passages should be selected for student reading.
- Fitzgerald, C. P., *China: A Short Cultural History*, New York: Appleton-Century, 1938. 615 p. \$7.50. An interesting history of China with good introductory chapters on art and literature.
- \*Latourette, Kenneth Scott, *The Development of China*, Boston: Houghton Mifflin, 1937. (Fifth edition, revised.) 334 p. \$3.00. The major portion of this book gives a simple account of the effect of western civilization on China since about 1834; good supplement to the average high-school text. For an intensive study of China from earliest times, see Latourette's well-known and authoritative *The Chinese, Their History and Culture* (New York, Macmillan, 1934. 389 p. \$7.50) The first part is a history of China; the second deals with social, economic, and cultural problems. Contains excellent bibliographies.
- Lattimore, Owen, *Mongol Journeys*, New York: Doubleday, Doran, 1941. 324 p. \$3.00. A book of travel and adventure giving insight into the Mongol peoples. The author is a well-known expert on the subject.
- Linebarger, Paul M., *The China of Chiang Kai-Shek*, Boston: World Peace Foundation, 1941. 433 p. Paper edition, \$1.00; cloth edition, \$2.50. Useful handbook of institutions in modern China. Analyzes the structure

- of government in free and occupied China, the organization of the Kuomintang and minority parties, "extra political forces" such as the industrial co-operatives, etc.
- \*Yutang, Lin, editor, *The Wisdom of Confucius*, New York: Modern Library, 1938. 290 p. 95c. A readily available translation of excerpts from Confucius' writings.
- \*Nourse, Mary A., *The Four Hundred Million*, New York: Bobbs, Merrill, 1938. (Second edition.) 380 p. \$3.50. Probably the best history of China for school use. Starts with the "mythical beginnings" of Chinese civilization and ends in March 1938. While the emphasis is on broad developments, a careful selection of detail adds interest and color.
- \*Pringle, J. M. D., *China Struggles for Unity*, London: Penguin, 1939. 182 p. 25c. Excellent, objective presentation of a cross-section of modern China—political, economic, social. Includes 25 maps by Marthe Rajchman. Highly recommended. (Available at Penguin Books, Inc., 41 East 28th Street, New York City.)
- Rajchman, Marthe, *A New Atlas of China*, New York: John Day, 1941. \$1.50. (Size 16" square). Unusually fine reproduction of maps (ten in all). Valuable addition to any school library.
- Seeger, Elizabeth, *The Pageant of Chinese History*, New York: Longmans, Green, 1935. (Fourth edition.) 377 p. \$3.00. The story of China from legendary times colorfully told for children on the sixth grade level.
- \*Snow, Edgar, *The Battle for Asia*, New York: Random House, 1941. 431 p. \$3.75. Written by a well-known journalist, this volume presents the most comprehensive picture of conditions in China at the end of 1940. (Portions reprinted in *Asia* magazine.) The author stresses the point of view of the Chinese Communists. See also *Red Star Over China* (New York: Random House, 1938. 474 p. \$3.00), recording the pre-war period of the Communist-Kuomintang struggle; fascinating reading.
- Tawney, R. H., *Land and Labour in China*, London: Allen and Unwin, 1932. 195 p. (American edition—Harcourt Brace—out of print.) While difficult to obtain, this book is cited as one of the most brilliant studies of modern China. Gives a lucid account of the fundamental problems of peasant and laborer and discusses possible solutions.
- Taylor, George E., *The Struggle for North China*, New York: Institute of Pacific Relations, Inquiry Series, 1941. \$2.00. The best presentation of the struggle between the Japanese and Chinese in North China. Somewhat technical. For articles by same author see *Amerasia*, February 1941 and *Far Eastern Survey*, October 20, 1941.
- Williams, E. T., *China Yesterday and Today*, New York: Crowell 1932. (Fifth edition.) 772 p. \$4.00. Covers a wide variety of subjects such as the family, marriage and the status of women, village and city life, religion, art and literature. A useful source of material not readily available elsewhere.

## JAPAN

- \*Allen, G. C., *Japan: The Hungry Guest*, New York: Dutton, 1938. 281 p. \$3.00. A description of Japan's social, political, and economic life to 1936. The information and impressions presented in this book are the result of the author's second visit to Japan in 1936. The main emphasis is on Japan's economic condition. Interestingly written for general use.
- Borton, Hugh, *Japan Since 1931*, New York: Institute of Pacific Relations, Inquiry Series, 1940. 141 p. \$1.25. One of the best single sources for an understanding of Japan's internal development and significant changes the country has undergone in all phases of her life, especially since 1931. Fairly technical; documented.
- Byas, Hugh, *The Japanese Enemy*, New York: Knopf, 1942. 107 p. \$1.25.

Personal impressions of Japanese politics and political leaders written on the eve of war with the United States.

- \*Chamberlin, William H., *Japan Over Asia*, Boston: Little, Brown, 1938. 378 p. \$3.50. An objective analysis of the forces leading to Japan's recent expansion on the continent of Asia and its results. The last half of this book is devoted to Japanese internal development. Interesting and readable.
- \*Dilts, Marion M., *The Pageant of Japanese History*, New York: Longmans, Green, 1938. 380 p. \$3.00. A cultural history written in a readable style for students of senior high schools and colleges. The emphasis on Japan's historical background has allowed little space for the international problems created by Japan's rise as a world power. Attractive illustrations.
- \*Latourette, Kenneth S., *The Development of Japan*, New York: Macmillan, 1938. (Fourth edition, revised.) 272 p. \$2.50. A summary of the development of the nation, its people and civilization and the conflict of its policies with those of the United States. After a short survey of early Japanese history, the author devotes equal space to Japanese internal transformation before 1894 and Japan as a world power. Designed for survey courses in colleges and the general reader.
- Mitchell, Kate L., *Japan's Industrial Strength*, New York: Knopf, 1942. 140 p. \$1.50. An appraisal of Japan's industrial sinews of war, this book answers many questions of vital concern to the United States in the current crisis.
- Norman, E. Herbert, *Japan's Emergence as a Modern State*, New York: Institute of Pacific Relations, Inquiry Series, 1940. 254 p. \$2.00. A valuable account of the historical origins of the social and economic structure of Japan from 1850 to 1900. Technical and documented.
- Reischauer, Robert K., *Japan: Government—Politics*, New York: Thomas Nelson, 1939. 221 p. \$1.70. An excellent presentation of the development of Japanese political theory and government and an analysis of how Japanese government has functioned since 1889. An important contribution to the interpretation of facts relating to Japanese political institutions. Written primarily for college students.
- \*Sugimoto, Etsu Inagaki, *A Daughter of the Samurai*, New York: Doubleday, 1932. 325 p. \$2.50. A readable story of the life of the daughter of a warrior of feudal Japan who saw at first hand the period of modernization develop and affect the old Japanese customs. Widely used in schools.
- Sansom, George B., *Japan: A Short Cultural History*, New York: Appleton-Century, 1936. 537 p. \$7.50. By far the best general history of Japan by an outstanding scholar from earliest times down to the middle of the nineteenth century. The cultural, political, and economic forces in Japan are all treated. This book is essential reading for any wishing to understand Japan's development prior to 1850.
- Yakhontoff, Victor B., *Eyes on Japan*, New York: Coward McCann, 1936. 329 p. \$3.50. A convenient source for reference on various aspects of Japanese life, both past and present, domestic and international. The numerous sub-headings are useful. Written in a popular style.

#### SOUTHEAST ASIA

##### General

- Emerson, Rupert, *Malayasia: A Study of Direct and Indirect Rule*, New York: Macmillan, 1937. 535 p. \$5.00. Careful study of the structure of colonial government in British Malaya and the Dutch East Indies.
- Government and Nationalism in Southeast Asia*. New York: Institute of Pacific Relations, Inquiry Series, forthcoming spring 1942. Part I, In-



roduction by Rupert Emerson; Part II, The Governments of Southeast Asia, by Lennox A. Mills; Part III, Nationalism and Nationalist Movements in Southeast Asia, by Virginia Thompson. Probable price, \$2.50. Up-to-date, authoritative discussion of political and racial conditions in Southeast Asia. The first book on nationalist movements in this area. Intended for specialists but of general interest.

Smith, Robert Aura, *Our Future in Asia*, New York: Viking, 1940. 306 p. \$3.00. A much-read book on an important subject—the whole area of the South China Sea—written by a journalist who was a reporter for the *New York Times* for over 20 years in the Far East.

#### *French Indo-China*

Thompson, Virginia, *French Indo-China*, New York: Macmillan, 1937. 495 p. \$5.00. Scholarly presentation of the history, culture, and economy of this French colony. The only comprehensive reference work in the English language.

#### *Netherlands East Indies*

Vandenbosch, Amry, *The Dutch East Indies: Its Government, Problems, and Politics*, Berkeley: University of California, 1941. (Revised edition.) 440 p. \$4.00. Thorough, authoritative textbook discussion of the peoples, religions, government, and political institutions of the Dutch Empire in the East.

#### *The Philippines*

Forbes, W. Cameron, *The Philippine Islands*. Boston: Houghton, Mifflin. Vol. I, 577 p., Vol. II, 620 p. \$12.50. Standard work on the Philippines by a former Governor-General of the Islands (1909-1913). Detailed record of all phases of American administration. Technical, well documented reference.

Hayden, Joseph R., *The Philippines*, New York: Macmillan, 1942. 984 p. \$9.00. The outstanding work in the field. Comprehensive study of the development of the Commonwealth form of government. Surveys work of different government departments.

\*Kessing, Felix M., *The Philippines: A Nation in the Making*, Shanghai: Kelly & Walsh, 1937. Distributed by the Institute of Pacific Relations. 126 p. \$2.00. Excellent introductory presentation designed for school use. Surveys the history of the Philippines and gives cross-section picture of the lives of their people.

\*Porter, Catherine, *Crisis in the Philippines*, New York: Knopf, 1942. 156 p. \$1.50. Written since the outbreak of war in the Pacific, this study analyzes the internal development of the Islands in relation to the rapidly deteriorating international scene; discusses past, present, and future.

#### *Thailand*

Landon, Kenneth, *Siam in Transition*, Chicago: University of Chicago Press, 1939. 323 p. \$2.50. History of the change from absolute monarchy to constitutional government in Siam. Readable and important.

Thompson, Virginia, *Thailand: The New Siam*, New York: Macmillan, 1941. 865 p. \$5.00. Long and thorough book telling the historical, economic, political, and cultural story of Siam.

#### POST-WAR

Corbett, P. E., *Post-War World*, New York: Institute of Pacific Relations, Inquiry Series, 1942. 195 p. \$2.00. Analytically discusses many of the chief proposals for organizing the post-war world. Readable.

Peffer, Nathaniel, *Prerequisites to Peace in the Far East*, New York: Institute of Pacific Relations, Inquiry Series, 1940. 121 p. \$1.00. "The first and indispensable condition to a lasting settlement is, then, the defeat of

Japan in the present war. . . . If not, there must be war, perhaps recurrent war." The author explains this statement and discusses the legitimate needs of the countries in the Pacific area, including Japan.

## PAMPHLETS

A subscription to eight pamphlets in the series of the American Council, Institute of Pacific Relations (New York), is \$1.00. The pamphlets with individual prices are as follows:

- \*Barnett, Robert W., *China: America's Ally*, 1942. 15c. A bird's-eye view of war-time China—her military record, political, and economic situation, relations with the United States, etc.
- \*Farley, Miriam S., *America's Stake in the Far East*, 1938. Reprinted 1941. 10c. The only simple, comprehensive account of the United States' stake in the Far East; analyzes our trade and investments.
- \*Oakie, John H., and Lilienthal, Philip E., *Southeast Asia*, 1942. 15c. Review of the lands, peoples, and governments of Southeast Asia. Stresses long-range problems that will have to be dealt with in any post-war situation.
- \*Lockwood, W. W., *Our Far Eastern Record*. Vol. I, 1940. 25c; Vol. II, by F. Brodie, 1942. 15c. Documentary record of our relations with the Far East from 1937 through the opening of the conflict between America and Japan. Contains trade figures, official statements of policy, excerpts from important treaties, etc.
- \*Porter, Catherine, *Philippine Emergency*, 1941. 15c. Unusually well-written account not only of the present crisis but also of the fundamental problems of the Filipinos.
- \*Shridharani, Krishnalal, *India*, (forthcoming.) 1942. 15c.
- \*Roth, Andrew, *Japan Strikes South*, 1941. 25c. The story, simply told of French Indo-China's political and economic insecurity from the Munich crisis to March 1941. The introduction gives a brief historical survey from the acquisition of Indo-China by France to 1938.
- \*Bisson, T. A., *Shadow Over Asia: The Rise of Militant Japan*, New York: Foreign Policy Association, 1941. Headline Book, 25c. A short but penetrating analysis of Japan's history from earliest times to 1941, which seeks out some of the forces that have shaped the Japan of today. Half of the book is devoted to modern developments. Readable with interesting illustrations. Widely used in schools.
- \*Dean, Vera Micheles, *The Struggle for World Order*, New York: Foreign Policy Association, 1941. Headline Book, 25c. Popular analysis of plans for post-war reconstruction. For a more intensive treatment of the same subject see Mrs. Dean's *Toward a New World Order*, Foreign Policy Reports, May 15, 1941.
- \*De Haas, J. Anton, *Our Allies: The Netherlands East Indies*, New York: Oxford, 1942. 10c. Useful over-all picture of the Netherlands East Indies today.
- \*Jenkinson, Anthony, *Know Your Enemy: Japan*, New York: Institute of Pacific Relations, 1942. 3c. Answers ten vital questions including—is Japan self-sufficient in food? Is Japan self-sufficient in raw materials? What is Japan's military and naval strength?

## MAGAZINE ARTICLES

AMERICA AND JAPAN, *Annals* of the American Academy of Political and Social Science, May 1941. \$2.00. A survey of current relations between the United States and Japan with their background and implications. A series of twenty-eight articles by leading authorities in the field.

- Wilson, H. E., ET AL., AMERICAN EDUCATION AND THE FAR EAST, *The Bulletin of the National Association of Secondary-School Principals*, Washington, D. C. February 1942, pages 59-65. The authors contend that study of the Far East has become a national necessity.
- Barnes, Joseph, and Moore, Harriet, AMERICA AND THE SOVIET UNION, New York: Institute of Pacific Relations. Reprint from the *Far Eastern Survey*, August 11, 1941, 5c. In tracing the recent history of American-Russian relations, this article gives material not readily available elsewhere.
- Bloch, Kurt, JAPAN ON HER OWN, *Far Eastern Survey*, Nov. 3, 1941. An analysis of Japan's economic position on the eve of war with the United States; a relatively simple exposition of this important subject. See also GUNS AND BUTTER IN JAPAN in which Dr. Bloch deals with the same topic. (*Pacific Affairs*, December 1941, or 10c reprint.)
- \*AMERICA AT WAR. *Current History*, January 1942. Single copies, 25c. Contains many valuable documents on the outbreak of the American-Japanese war. The February issue includes helpful articles surveying the situation in Japan and China.
- \*THE JAPANESE EMPIRE. *Fortune*, September 1936. The various articles in this special edition of *Fortune* on the leading men in the Japanese Empire, its industry, commerce, people, and history are the result of careful investigation in Japan by the editors.
- \*CHINA THE ALLY, *Fortune*, September 1941. Interesting material on the Chinese armies, the Burma Road, Japan-in-China, and American aid to China.
- \*GRAND STRATEGY OF WORLD WAR II. *Fortune*, July 1941. Colorful maps.
- Lattimore, Owen, AFTER FOUR YEARS, *Pacific Affairs*, June 1941. An unusually stimulating discussion of the basic forces at work in Japan, China, and Southeast Asia, by the present American adviser to Chiang Kai-Shek.
- Stein, Guenther, CHINA'S PRICE PROBLEMS, *Pacific Affairs*, September 1941. Deals with the war-time economic problems of China. Important material, difficult to obtain elsewhere.
- \*INSIDE JAPAN AT WAR. *Scholastic*, October 13, 1941. Single copies, 10c. Gives factual data on the political and economic forces in Japan which have helped to create an aggressive foreign policy.
- \*INSIDE CHINA AT WAR. *Scholastic*, November 10-15, 1941. Surveys China's war-time problem.
- Social Education*. Single copies, 30c. Series on the Philippines, (February 1941, pp. 99-103), American Far Eastern Policy, (April 1941, pp. 296-272), and Japan (March 1942, pp. 115-118).

## *News Notes*

**WHAT WILL THE YEAR 1942 DO TO THE PRODUCTION OF TEXTBOOKS?**—The considerable talk about raw materials shortages and cuts in consumer consumption have led many to fear that there may be textbook shortage particularly in the case of new books. Although in a nation at war one can speak only for the situation as it is seen from the inspection point of the immediate future, it would seem that textbooks are in no present danger of curtailment. Those in authority constantly indicate a desire to see as little disruption in the educational system and in the education of youth as is possible. The following statement made by Ginn and Company, leading publishers of educational books presents the situation as it now appears.

Rumors of impending shortages in all sorts of materials are flying about these days. Some are undeniably true; some have little or no foundation. Numerous inquiries have been made concerning the possibility of a shortage of book paper. Instances have been reported of some school executives who, hearing that new textbooks might be hard to procure in 1942, have had expensive repairs made on old books at a cost approaching the price of new editions of the same books. Schoolmen will be glad to learn that the outlook at the present moment appears to include no threat of a paper shortage which will prevent the manufacture of all new textbooks required to meet the needs of this country for the next year.

Leon Henderson, Federal Price Administrator, in an address delivered at Hot Springs, Virginia recently before the Association of Advertisers and the American Association of Advertising Agencies said:

"According to present data the supplies of newsprint and book paper appear adequate for the next year in spite of the fact that defense activities are consuming about 20% of the nation's output. . . . Unfortunately, uninformed reports of a great paper shortage have tended to create a tight delivery situation on many kinds of paper and it is our information there exists rather extensive hoarding by some users. This condition has tended to magnify whatever shortage may exist and were it not for this fear it is our belief that supplies of paper at this time would be fairly adequate for practically all users."

Mr. Henderson's analysis of the situation is confirmed by the bulletin issued recently by the S. D. Warren Co., one of the largest manufacturers of paper in the United States. The bulletin states:

"The Government estimates that in 1942 it will require not more than 9 per cent of the capacity of book paper manufacturers." (The rest of the '20%' that Mr. Henderson cites apparently applies to newsprint.) "The present capacity of the book paper industry has never been consumed in any one year. The orders for paper in 1940 represented only 77 per cent of the book paper capacity. 1940 was not a depression year. American business operated advantageously in 1940. There was no restriction on the consumption of paper in 1940, yet the demand represented only 77 per cent of the available productive capacity. If the Government will require only 9 per cent of the capacity of the book paper industry in 1942, the commercial users of book paper will be able to secure 91 per cent of capacity production, which is an increase of 14 per cent above 1940 orders for commercial use."

All this does not mean that no changes will occur in the textbook situation. Some changes already have been noted. There is a scarcity of bleaching materials which undoubtedly means that book papers will not be as white as they have been. Rising labor and material costs have resulted in price in-

creases of many textbooks Mr. J. R. Tiffany, general counsel of the Book Manufacturers Institute, states that within the past few years the cost of making a book has increased at least 35%; binder's board has increased 40% in the past year, cloth 25% and thread 30%, but actual increases in prices of books to consumers have not approached anything like these figures. The wise school executive, even though he may feel assurance that he can get new books in 1942 to fill all his textbook needs will plan to have his textbook appropriations increased for the next twelve months to meet present and possible additional increases in prices. He will not delay too long in ordering what books he needs lest conditions not now predictable bring about ones less favorable.

**MUSIC AND THE WAR PROGRAM**—The job of winning this war is the first consideration of every patriotic American. What really counts today is the manning of ships and planes, service in the armed forces and enrollment in home defense patrols, the increasingly swift production of war machines and ammunition, and the organization of war work.

Music and entertainment, through either records or radio, provides a fair share of the abnormal need in wartime for spiritual stimulus and recreation. With work and more work ahead for all of us, there comes a time in the life of every fighter—on both home and battle fronts—when it is necessary to find a source of fresh energy, a renewal of vitality and confidence.

The importance of music in times of national stress has been interestingly stated in the VICTOR RECORD REVIEW, in an article by R. D. Darrell entitled "Music for Courage" (August 1940). The opening line states, "Today more than ever before we—and all free people of the world—have a deep, consuming need of music for its most positive qualities and for its most potent constructive functions: music that is not a blind avenue of escape from realities, but itself one of the new hopeful realities—a sword of strength and courage, a battle banner of the human spirit." VICTOR RECORD REVIEW is a monthly magazine of musical facts and comments. Published by the RCA Manufacturing Co., Inc., Camden, New Jersey, for \$1.00 per year.

**HIGH SCHOOL HAS DEMOCRACY LABORATORY**—The student congress of Argentine High School of Kansas City, Kansas, is made up of 37 representatives elected from home rooms, ten appointed from the classes, and two elected from the faculty. The two teachers elected act as sponsors. The group functions as a unicameral legislative body meeting one hour twice monthly. Committees are appointed to cover all major activities of the school including a budget committee and a student-faculty relations committee. These committees make a thorough study of the activity assigned to them and report back regularly to the congress. Here actions are discussed and recommendations made for further work. The objectives of the student congress might be stated thus: study school problems, remove causes for misuse of school property, motivate school citizenship, provide better inter-school relationships, assist other school organizations, remove causes for "police duty," provide objective study of school problems, keep the student body fully informed on school problems through the home-room representatives, build better community relationships by assisting the school to the goals set by school officials, and promote a belief in the democratic process by participation.

**HISTORY THROUGH STAMPS**—A series of illustrated booklets, "Who's Who on the Postage Stamps of Latin America," containing the biographies of all men and women whose portraits appear on Latin American postage stamps are being released in national sections by the Latin American Stamp Section of the Pan American Union, Washington, D. C. Sections covering Argentina, Bolivia, Brazil and Chile are now available at ten cents each, postpaid. It is necessary in cases of other correspondence, such as inquiries regarding philatelic activities of the Union, as well as when stamps are ordered, to

provide return postage. The Pan American Sanitary Bureau, Washington, D. C., has a brochure, "Public Health and Medicine in Stamps of the Americas" (7 pages) which discusses some of the many American stamps which may be considered to be directly or indirectly related to medicine and public health.

**A TEACHER'S DEFENSE KIT**—There never has been a time in American history when the teacher's role was more significant. Today, as never before, the American teacher must explain the challenge that threatens from without and the assets that lie within. No time can be lost in defending the American way against all other ways. What does it mean? How does it work? Why is it important? As an aid to the teacher, the National Home Library Foundation, Washington, D. C., is offering twenty books that tell the story of our land, our institutions, our hopes and aspirations. This kit that describes American democracy in action, regularly priced at \$6.00 is available to teachers for \$3.50. These books are titled: *America, Do You Know Labor? Jefferson, They Worked for a Better World, Who Are These Americans?, Which Way America?, Science in Your Life, Let Me Think, Picture of Health, Protecting Your Dollars, Age Without Fear, Our Forests, Now They Are Men, Rural America Lights Up, Our Democracy in Action, Price of Freedom, The Common Defense, Other People's Money, and Next Steps Forward.*

**FILMS ON SAFETY EDUCATION**—A newly assembled collection of safety-education films designed to assist teachers in effectively instructing their pupils in safety skills, knowledge, and attitudes is being made available to schools by the New York University Film Library in collaboration with the University's Center for Safety Education. Fourteen 16-mm. sound and silent motion-pictures dealing with driver education and training, bicycle safety, pedestrian safety, school safety patrols, home safety, and related subjects can now be rented at nominal sums from the film library. Other films will be added later to those already available on the elementary, junior-high, and senior-high school levels and also for college classes. Before being accepted for the library, each film is previewed and evaluated for educational usefulness and technical excellence. In addition to films on safety, the library provides motion pictures in such fields as the social sciences, health and nutrition, techniques of teaching, home economics and family life education, and physical education. A folder describing the safety films and lists of other films and series that are available can be secured on request to the New York University Film Library, 71 Washington Square South, New York City.

**TEACHERS ARE INTERESTED IN LEARNING ABOUT OUR NEIGHBORS TO THE SOUTH IN THEIR ZEAL TO KEEP UP WITH CURRENT TRENDS**—For some years our government has been setting an example for the people of this country pertaining to Pan Americanism. To help teachers and students interested in Latin America, the Pan American Educational Center, 418 Colorado Building, Washington, D. C., was established in 1941. It is under the direction of Ben F. Crowson, Jr. who recently made a 28,000 mile trip through the 20 Latin American republics. The Center to date has published: *Our Southern Neighbors in Review*, a chart, \$1.00; *Practical Spanish Handbook*, 3500 words, 50c; *Pan American Questionnaire*, an 8-page quiz, 15c; *Latin American News Record*, a semi-monthly paper, \$1.00 a year; and *Highlights of Pan-American History*, a 17 x 22 inch chart for classroom use, 15c.

**PHI BETA KAPPA TO INVESTIGATE UNIVERSITY OF GEORGIA**—The Phi Beta Kappa Senate at its annual meeting in December voted unanimously to investigate charges that political interference in the administration of the Georgia university system has resulted in such serious deterioration on the University of Georgia that continued operation of the Phi Beta Kappa chapter there

would "place in jeopardy the Society's ideals of scholarship and character and the significance of membership." Acting on a report of the Committee on Qualifications, the Senate voted that "whereas the Committee on Qualifications has reported to the Senate that a preliminary investigation reveals a situation in the University of Georgia which in its judgment calls for disciplinary action, the Senate, finding from that report grounds for belief that there has been serious deterioration in the institution, directs the Committee to give the Chapter at the University of Georgia due notice and an opportunity to be heard on behalf of the Senate to make full inquiry and to report its findings to the Senate with a view to recommendation to the Phi Beta Kappa Council for its action." This action of the Phi Beta Kappa Senate is in line with the action taken by educators and educational associations who have been disturbed by Governor Eugene Talmadge's arbitrary firing of University officials and his interference in the administration of the educational system. The University was recently dropped from the list of accredited institutions by the Southern Association.

**EDUCATION FOR FREE MEN**—Reports of the observance of American Education Week this year, concentrating on the theme "Education for a Strong America," indicate a deepening interest in the schools by everyone—or almost everyone. One of the largest cities in Illinois, Rockford, with 13,000 school pupils and 475 teachers, distinguished itself by closing all its schools until the end of the year, the community having failed to vote sufficient taxes to keep them open. On December 16 the taxpayers approved increased financial aid to the schools so that their children would not be denied these educational advantages. Otherwise, the celebration nationally was unmarred. Immediately after the week, representatives of the four sponsoring agencies: the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers, agreed upon the following program for 1942: The general theme will be "Education for Free Men." The daily topics are as follows: Sunday, November 8, *Liberates the Human Spirit*; Monday, November 9, *Prepares for Useful Work*; Tuesday, November 10, *Enriches Community Life*; Wednesday, November 11, *Develops Loyal Citizens*; Thursday, November 12, *Improves Human and World Relations*; Friday, November 13, *Creates Sturdy Character*; and Saturday, November 14, *Builds Physical Fitness*.

**COLLEGE ENTRANCE EXAMINATION BOARD ANNOUNCES**—On April 11, 1942, the College Entrance Examination Board will hold a series of tests for the use of colleges and universities in the admission of candidates and in the award of freshman scholarships and for the use of schools which wish to have scores for the preliminary candidates. Candidates may register either for the morning or the afternoon session only or for both. Information regarding the advisability of taking the tests and which tests should be taken, should be secured from the institution concerned. The tests will be scheduled as follows: 9:00 A. M. to 12:00 M. Scholastic Aptitude Tests (including a mathematical section); and 2:00-5:30 P. M. Achievement Tests in not more than three of the following one-hour tests: Social Studies, French Reading, German Reading, Latin Reading, Spanish Reading, Biology, Chemistry, Physics, and Spatial Relations. In order to exhibit their tickets of admission and to obtain seats in the examination room, candidates should report for the morning session at 8:45 A.M. They should report for the afternoon session at 1:45 P.M. No candidate will be admitted after a test has begun. Candidates are eligible to take tests in the last or the next to the last year of their secondary-school course.



Every candidate is required to file a formal application for examination with the College Entrance Examination Board. The fee for candidates taking the Scholastic Aptitude Test alone is five dollars; for all other candidates it is ten dollars. The examination fee should accompany the application and should be payable to the College Entrance Examination Board. Most colleges requiring competitors for scholarships to take the Scholastic Aptitude Test and Achievement Tests will supply their candidates with blank forms of application. All other candidates should secure their application from the College Entrance Examination Board, 431 West 117th Street, New York. When requesting the forms, which are now ready for distribution candidates should state that they wish the forms of application for the April tests. Candidates for examination at places east of the Mississippi River or on the Mississippi are required to file their applications not later than March 21, 1942. Candidates for examination at places west of the Mississippi and in Canada are required to register not later than March 14, 1942. Candidates for examination at places outside of the United States and Canada should register on or before February 14, 1942. Applications will be accepted after these dates when it is possible to arrange for the examination of the candidates concerned, but only upon payment of five dollars in addition to the regular fee. These examinations will be held in at least one city in every state, the District of Columbia, Canada, and Cuba. The complete address of the examination center with the candidate's ticket of admission is given.

**STOP FOOD WASTE**—Start a Community Food Preservation Center in your community to help end food wastefulness, suggest *Consumers' Guide*, publication of the Consumers' Counsel Division of the Department of Agriculture. Now's the time to begin planning to make sure that no food that's raised goes to waste. *Consumer Notes* further states—begin by surveying the places where food wastes occurred in your locality last season; the garden truck, for instance, that wasn't picked because of labor shortages, the extra vegetables in some family's garden that they couldn't use, the fruit in another's orchard that wasn't sold. Then check up on your community food needs. How many cans of vegetables do you need for your school lunch program? How many families would can from their own gardens if equipment were available? When you've totaled these items you should be able to make plans for a Community Food Preservation center.

Leadership to put the idea over, volunteers to do the canning, a place to work, and the equipment to work with, are the essentials for a Community Center. Initiative for starting it may come from one interested person or from a public-spirited group or organization. Schools, nutrition committees, local defense groups, women's clubs, labor unions, civic organizations may furnish the spark that's needed. An advisory board to determine policy and direct financing and operating the center is another necessity. A board which represents all the interested groups in the community will make the center a true community undertaking.

It may take ingenuity and imagination to locate the equipment you must have to carry on large-scale canning operations, since this year you may not be able to buy it new. Look around and try instead to find a large well-equipped kitchen that's used only part of the time. Church kitchens, high-school cafeterias, clubs, summer hotels that close down after Labor Day, winter hotels that close in the summer, are all possibilities. You may have to borrow pressure cookers, use second-hand cooking utensils. A useful blueprint that will serve as a guide is the bulletin, *Community Food Preservation Centers*, prepared by the Bureau of Home Economics of the Department of Agriculture. Send ten cents to the Superintendent of Documents, Washington, D. C., for a

copy. Then start planning, if you want a canning center in your community that will be a real contribution to the task of making America strong.

**UNITY THROUGH MUSIC**—The November-December 1941 number of the *Music Educators Journal*, which is dedicated to *American Unity Through Music* has some editorial comments on MUSIC FOR UNITING THE AMERICAS and an article on music in Colombia by Dean John W. Beattie of the Northwestern University School of Music, and Louis Woodson Curtis of Los Angeles which is the first installment in a series of four on their *South American Music Pilgrimage*. "Canciones Tipicas" is the title of a collection of 19 Latin American songs translated and arranged with piano accompaniment by Irma Labastille (Silver Burdett Co., 1941, pp. 1-41). Songs of fourteen countries, Puerto Rico, and Martinique are included. "Under the Southern Stars," a brief pamphlet by the same author containing script, dialogue, and all staging, dancing, and costuming details has been issued for those situations where it is desired to give a performance utilizing these songs in a dramatic sequence. This "Latin American Fiesta," as it is called, embodies customs and historical episodes.

**READING THE NEWSPAPER**—What could be more important in the way of teaching than that of training pupils how to read the newspaper. Data show how greatly the pupils of any secondary-school grade differ in important interests, attitudes, and abilities related to educative growth in the area represented by this topic. To the teacher interested in such a unit of instruction for pupils in grades 9 to 12, the outline presented on pages 15 to 31 of the January 1942 issue of THE ENGLISH JOURNAL will be most helpful. This together with *How to Read a Newspaper* by Edgar Dale, (Scott, Foresman & Co., New York) should help pupils become informed, alert citizens; developing in the main awareness of the influence of the newspaper; helping them to build up their own standards for judging newspapers; helping them to select and read the newspapers efficiently and intelligently; and even helping them to discover their individual and social responsibility for improving the press.

**IF WE KNEW THE SAME SONGS**—If all of us were familiar with a fair number of the same songs, knowing their words and tunes by heart, there could be much more social singing among us that is thoroughly enjoyable and inspiring. We could much more readily then become in truth a singing people with all that this can mean in developing a basic and happy unity and strength of spirit among us in communities throughout the country. This business of having to have books, leaflets, lantern slides or some other reading device before we can sing is often a deterrent, and it tends always to make for a less hearty, less thoroughgoing and less enjoyable singing than is possible when a song is sung freely from memory by a whole assemblage. It may be that the mere announcement by newspapers, radio or bulletin, and by school, a recreation-center and community music leaders, of a list of songs chosen as being well suited to general familiarity and use would in itself be likely to arouse greater interest in having such community singing. With these ideas in mind, the National Recreation Association, 315 Fourth Avenue, New York City suggests fifteen songs: usable at local affairs of the community's schools, recreation centers, civic organizations and other interested agencies, and that therefore it be subject to some modifications, if desired, to fit it as well as possible to the local interests as well as national ones: (1) *The Star Spangled Banner* (Two Verses); (2) *America* (First and last verses); (3) *America, the Beautiful*; (4) A state or community song (for example, *Carry Me Back to Old Virginny* for that state, *Illinois* for that state; etc.); (5) *The Old Folks at Home* (Two Verses); (6) *Dixie*

(Two Verses); (7) *Home on the Range* (Two verses, the second one commencing "How often at night. . ."); (8) A sea chantey such as *Cape Cod Chantey* or the Boston *Come-All-Ye* for New England, *Rio Grande*, for the Southwest, *Shenandoah*, perhaps, for Virginia and the Missouri River Country, and *Sacramento* for California; (9) *I've Been Workin' on the Railroad*; (10) *Aunt Dinah's Quilting Party* (First and last verses); (11) Down in the Valley (Three Verses); (12) A Negro Spiritual such as *Swing Low, Sweet Chariot*, *Nobody Knows the Trouble I See*, or *I Want to Be Ready*; (13) *Cielito Lindo*; (14) *Alouette*; and (15) *The Prayer of Thanksgiving* (Three Verses).

WHAT TWO-THIRDS OF NEBRASKA SECONDARY SCHOOLS DO—An interesting questionnaire was made of Nebraska's secondary schools by the W. P. A. Adult Education Group at the University of Nebraska. This study included responses to a questionnaire on current school practices within the state from more than two-thirds of the secondary schools. These facts, included in an eighteen-page mimeographed bulletin, present some interesting statistical information about the schools of Nebraska. A few of these follow. Of the 491 secondary schools out of 749 which replied during the school year 1940-41, twenty hold assemblies, 119 weekly, 107 occasionally, 82 semi-monthly, 89 monthly, and 39 not at all. Extracurriculum activities are provided in the daily schedule by 91 per cent of the schools. The range of activities in any one school is from one to twenty-six,—the smaller the school, the fewer the activities offered. Fifty per cent of the schools have season tickets, ranging from 40 per cent of the smallest (enrollment 50 or less) to 72 per cent of the largest schools (enrollment over 250). A point system for participation in activities is maintained by 32 per cent of the schools. Thirty-one per cent of the schools carry athletic insurance of which 48 per cent of them have their board of education pay the insurance premiums. Eighty-five of the schools have six man football teams, 137 have Student Councils, 98 have Future Farmer organizations and 35 Future Teacher organizations, and 60 publish student handbooks. Thirty-two per cent have school annuals, of which 53 per cent were printed and 43 per cent mimeographed. Of 117 school annuals, 17 are financed by advertising sales, 26 by subscriptions alone, 15 by a combination of these two methods, 38 by advertising and special sales, three by the board of education and advertising sales and one by the student activity ticket. Sixty per cent of the schools have newspapers of which subscriptions to 132 of them are included in the student activity ticket. Of the newspapers, 151 are mimeographed and 47 are printed. Three papers are over twenty-five years old, three are twenty to twenty-four years old, and nineteen are fifteen to twenty years old.

THE CONSTRUCTION OF SCHOOL BUILDINGS—The Work Projects Administration in a recent report summarizes its activities in relation to assistance given to education in the form of new and reconstructed or improved school buildings. For the period from July 1935 to June 1941, there were 7,011 new school buildings erected through W. P. A. aid. In addition, 30,441 were reconstructed or improved. Oklahoma headed the list with 883 new buildings. Other states obtaining 300 or more new buildings were Arkansas, (423), California (304), Georgia (321), Kentucky (322), Missouri (372), New Mexico (317), South Carolina (675), and Texas (342). Of reconstructed or improved school buildings Pennsylvania headed the list with 3,068. In addition, those states in which 500 or more school buildings were reconstructed or improved were Alabama (516), California (894), Georgia (526), Illinois (856), Indiana (871), Kentucky (785), Massachusetts (1,349), Michigan (1,018), Minnesota (950), Missouri (654), New Jersey (986), New York

(978), North Carolina (1,124), North Dakota (1,423), Ohio (1,666), Oklahoma (1,901), South Carolina (1,455), Tennessee (541), Virginia (834), West Virginia (1,477), and Wisconsin (506).

**SECONDARY SCHOOLS RAPIDLY LOSING PUPILS**—Reduction in secondary-school enrollments this fall has been followed by a disquieting dropping out of many of those who did enroll but now are leaving school for defense jobs. New York City schools have lost about 2,000 students since September, Philadelphia 1,400, and other cities corresponding numbers. In many places it is comparatively easy for a youngster with some secondary-school training to step into a job paying from \$15 to \$25 a week, either in factories or in offices. In New York, for example, classified advertisements begging for BOYS, BOYS, BOYS, may be found by the column. The implications of this trend away from advanced schooling are considered by many educators to be of the utmost importance in the nation's whole educational structure. For the boys and girls who leave school, eventual disappointment and loss of opportunity are predicted, once the defense emergency has passed. A new army of young unemployed, homeless wanderers similar to those of the early days of the depression, is not improbable, in this view. On the other hand, many school administrators are relieved by the situation, which brings relief for the moment in problems of crowded classrooms, overheavy teacher loads, and the like. That even many of the students are concerned about their fellow classmates is exemplified by the fact that the secondary-school student committee arranging for the *Annual Spring Conference of Secondary-School Students* held at Drexel Institute in Philadelphia this spring has selected this topic for discussion. More than 200 students representing secondary schools in Pennsylvania, New Jersey, Delaware, and Maryland will frankly discuss the problem of school leaving in their thirty to forty discussion groups into which these delegates will be formed. Dr. John W. Studebaker, U. S. Commissioner of Education, will address the general assembly meeting and will have charge of a panel discussion whose members will be representatives from the thirty to forty discussion groups and whose duties will be to present the recommendations of the group they represent.

**HOLD PROFESSIONAL HONOR HIGH**—"We must hold high the honor of our profession—and it is an honorable profession." It was with this keynote that Dr. C. C. Tillinghast, principal of the Horace Mann School for Boys, New York City, addressed Canal Zone teachers of the secondary schools and junior college, at Balboa High School. He had been engaged in an inspection of the Canal Zone Junior College for the Middle States Association of Secondary Schools and Colleges with a view to the accreditation of the local institution. He pointed out what it means to be professionally concerned in education. Education, he said, can never be thought of as a static thing. It is an evolving process. He traced the evolution of the teaching profession from the founding of the earliest grammar school to the present day, an evolution which has been characterized by growing professional pride. Motives for entering the teaching profession in the early days were social and economic. Today we are inheritors of the process which has made school teaching a profession. Professional pride and public respect for teachers are marked.

He termed it "unfortunate" that we have in recent years split on the Conservative-Progressive rock. It is one of the functions of education to be conservative. There are certain things we know to be right and good, and we must conserve them. We cannot afford to throw away what is worth while.

On the contrary, it is our duty to be progressive. Everything worth while in education has not already been discovered. Neither extreme can possibly be right, he said. "Do not be disturbed as to whether you are conservative or progressive," he urged. "You must be conservative. And you must be progressive. But do not become complacent. Of course you're a good teacher: but you must go on from there—nobody can stop as a good teacher."

**A HANDBOOK FOR SECONDARY-SCHOOL TEACHERS**—The modern school seeks to study and teach pupils and to make an honest attempt to adjust the school program to pupil's abilities, interests, and needs. Pupils are considered as individuals and the school aims to develop the pupil to the extent of his capacities. Needless to say, such a program offers a real challenge to the very best in every teacher. With this idea in view the public schools of Greenwich, Connecticut, under the chairmanship of Ruth L. Monroe, has proposed a mimeographed handbook of 72 pages to re-focus the attention of the teachers upon the individual needs of pupils and to give teachers aids in discovering needs and in meeting them. In no sense is it to be considered a finished report. Revisions will be made from time to time as the committee responsible for its preparation progresses with its work. This booklet should be found a real help for those teachers and schools keenly interested in giving further assistance and adaptation to the special needs of the above- and below-average pupil in the school.

**OUR MINORITY GROUPS**—Far from being members of "a vanishing race," American Indians are increasing in number faster than any other minority group in the United States. This is one of the surprising facts about the Indians learned from the January number of *Building America*, "Our Minority Groups: 1. The American Indian." This story of the Indian, and his place in our defense picture is told in 32 large pages of pictures and easy-to-read text with more than 40 action photographs, sketches, maps, charts, and photographic reproductions of paintings. The material is presented in a popular, interesting, and impartial way. While mistakes in the handling of Indian affairs are not minimized, it does not paint the government all black and the Indian all white, but rather shows how the government and the Indians are working together toward the great cultural and economic contributions which the latter can make to our national life.

*Building America* points out that our Indian citizens are as eager to serve in the defense of the United States now as they were in the first world war. In Arizona, for instance, some of the Navajos thought that the government order for young men to register under the Selective Service Act meant a call to War. Many of them packed up food and other supplies, bade their families a long farewell, took their guns, mounted their horses, and rode to the registration centers all ready for battle.

The editors of *Building America* have announced that the present unit replaces a study of minority youth groups originally scheduled for publication at this time. It was found that adequate treatment of minority group problems could not be given in one issue, hence a series was decided upon, of which this is the first. They have also announced that with increasing need during this national emergency for more materials on civics, they are postponing "Our Small Towns," and substituting for it a discussion of the problems of "Citizenship in Our Democracy." *Building America* study units are published monthly, October through May, and are designed for the use of schools, study groups, and the general reader. They are sponsored by the *Society for Curriculum Study* and are obtainable at 30 cents a copy from *Building America*, 2 West 45th Street, New York City.

**A STUDY-ACTION CAMPUS GROUP**—The students of State Teachers College in Florence, Alabama have formed a group known as the Study Action Campus Group. Realizing that there are many problems with which education is confronted this Group took as their project the consideration of the handicaps in the South to the development of a good life. It is giving consideration to such topics as low wage scales, poor health conditions, and high percentage of illiteracy. This Group composed of future teachers has been in existence for more than a year and a half. While it has no faculty sponsors, it does invite faculty members to its meetings to advise on problems related to each faculty member's field of instruction. Meetings for studying together precede going into the field of work in communities in organizing co-operatives, improving housing, health, and landscaping. The Group members work with teachers on improvements of county school buildings, the county furnishing the materials. They assist with hot lunch and recreation programs.

The history of Study-Action shows that it has been a profitable experiment. It has given experience to the community and to the school. It has benefited those participating in the service by helping them to be better able to solve the problems that they meet. It has brought about a more functional type of education for the Group members. Through education, science, planning and co-operation, it has brought better living conditions to the community in which its members have had contact. As a result of this experience these students are better prepared for their work as teachers. They have become interested in community activities, and have become aware of the fact that the school, to do its greatest good, reaches beyond its four walls.

**NBC WILL NOW FURNISH TRANSCRIPTIONS TO NATION'S CLASSROOMS**—After four years of experimental study in the field of radio education through recorded programs, the Public Service division of the National Broadcasting Company has established a transcription service for the nation's classrooms. Results of the research project indicate that radio recordings are an effective supplement in affording background information for the pupil, motivating his interest in a subject and stimulating a desire for further study. They also serve to remove some of the difficulties inherent in the presentation of classroom broadcasts simultaneously to the classrooms of an entire nation. To determine the most desirable utilization methods, practical experiments were conducted in actual classrooms in several sections of the nation under NBC auspices. A striking result of these tests was the unanimity of impression made by each recording upon any class. In many instances, more than 80 per cent of the essential facts were recalled by the pupils. In every case, pupils and teachers jointly agreed that recordings generally increased the scope of the course of study.

One series of network broadcasts for the schools can hope to serve the teachers of an entire nation at the hour best suited to their needs and with subject matter best adapted to their requirements. The recording, offering a permanent transcription of educational material available for preliminary audition by the teacher and for repeated playings in part or as a whole, at any time, solves this problem most effectively when proper utilization methods, are observed. By establishing such educational recording service, the large and varied offering of public service programs presented over networks during out-of-school hours, can be brought directly into the classrooms of the nation at a time best suited to the individual requirements of all schools, large and small.

**INTERESTING FACTS ABOUT THE RAILROADS**—The average capacity of all freight cars owned by the Class I railroads on September 1, 1941, was 50½ tons, the greatest on record and an increase of nineteen per cent compared with 1920. The average movement per day for all freight cars owned by the



railroads this year, has been the highest on record. Cakes, cookies and other home delicacies from parents and friends of soldiers predominate among shipments received at Railway Express Offices in or near the various training camps. Claims resulting from theft of freight paid by the railroads in the first half of 1941 amounted to \$177,152, the smallest amount for any corresponding period on record. The average tractive power of steam locomotives on Class I railroads is now approximately seventy per cent greater than in 1913. Women constitute about three per cent of the total number of railroad employees. Railway Express service is completing the 103rd year of its history.

**FOUR-YEAR UNIVERSITY SCHOLARSHIP AWARDS**—An outstanding announcement of interest to secondary-school students is that of the Inter-American Student Forum (Pan American Union) which is offering four years at college as the grand prize for the best paper on the subject "What Inter-American Co-operation Means to My Country." The grand award of a four-year university scholarship, valued at \$6000, will provide tuition, travel, and all reasonable expenses at any college or university in the Western Hemisphere. At least two years must be spent at a Latin American college. All students of secondary-school grade in the twenty-one American republics are eligible to participate. The manuscript of not more than 700 words is to be submitted to the principal of the student's own school or to a designated teacher on or before Pan American Day, April 14, 1942, with the request that it be entered in the Inter-American Student Forum competition. A committee of local educators in each secondary school will be appointed by the superintendent or principal to select the best two papers. The best two papers from each secondary school will be forwarded to the state superintendent of public instruction not later than May 1, 1942. The state committee will forward to the Pan American Union the three best manuscripts from the state or territory on or before May 21, 1942. A board of judges, consisting of distinguished citizens from the other American republics, will select the grand prize winner for the United States.

**NATIONAL BOYS AND GIRLS WEEK**—This event will be celebrated throughout the United States from April 25 to May 2. The celebration this year is more important than ever before because now that the United States is at war it is the duty of each citizen to prepare boys and girls for the period of adjustment during and following the war. John L. Griffith of Chicago, Big Ten Athletic Commissioner and chairman of the National Boys and Girls Week Committee for the United States, says, "Our children must be trained to become good, conscientious citizens, not inculcated with bigotry or dogmatisms, but schooled to become ready for the responsibility of building the new world of tomorrow. This generation is bequeathing to its children a legacy which will demand the best thought, loyalty, and application of which they are capable, and it must strive unselfishly to prepare them for that responsibility." The programs which have been outlined for Boys and Girls Week this year will stress the need for educational, physical and spiritual growth as essential to the complete development of boys and girls. They will help boys and girls obtain first-hand knowledge of various businesses and professions so that they may make plans for their own business careers, and will impress upon them their duty to take an intelligent interest in national and local government. Some of the organizations whose local units are making plans to take part in the 1942 observance of National Boys and Girls Week are the American Legion, Boy Scouts, Civitan International, 4-H Clubs, Girl Scouts, Kiwanis International, Knights of Columbus, Lions International, National Catholic Welfare Conference, Optimist International, Rotary International, Salvation



Army, and the Y. M. C. A. A large number of churches and schools will also participate.

**PROVIDING IDENTIFICATION FOR PUPILS**—The Michigan State Department of Public Instruction through its weekly publication entitled *News of the Week* has issued the following advice to its schools: "Because of the scarcity of metal for civilian use, suitable inexpensive metal tags will not be available in large quantity. In selecting a method for the identification of children, the following points should be considered: A metal tag should have no sharp corners or edges, be indestructible, be of metal harmless to the skin, have the identifying information embossed in such a way that it can be reproduced on record forms by an imprinting process, be approximately two inches long and one inch wide with a chain attached through a hole on each side, should allow space for a serial number if a national registration becomes necessary, and should be worn on the forearm. Cloth tags should include the child's full name, the name of the child's father, mother, or guardian, home address, street and number, city and state; and space for a future serial number. All pupils should be included in any community plan for identification."

**ASSIGN SECOND SET OF PLANES FOR MODEL BUILDING PROGRAM**—With American school youth well started toward the goal of making 500,000 scale models of United Nations and Axis warplanes, the U. S. Office of Education, in conjunction with the Navy Bureau of Aeronautics recently released names and designations of a second set of 20 types of planes to be modeled. Public- and private-school students are making 10,000 models of each of 50 types of aircraft for use in range estimation, gunnery, and identification training for personnel of the Navy, Army, and civilian defense forces. Thousands of model aircraft project directors, representing school districts in every section of the country, received plans and specifications for the first set of 20 types on February 23, and the 200,000 completed models in this set have begun to arrive at receiving centers this month. Plans for the second set of 20 planes were mailed to local project directors about March 20. The last 10 types will be mailed about the middle of April, the U. S. Office of Education announces. The 20 types of planes assigned today represent six nations, three allied and three Axis. Russian and Italian planes are introduced for the first time, along with additional models from the four nations—United States, Britain, Germany, and Japan—represented in the first assignment.

**NEW FEDERAL AID BILL INTRODUCED**—A new Federal aid for education bill—Senate S.1313 Substitute—has now been introduced in the U. S. Senate by the Honorable Elbert D. Thomas of Utah and the Honorable Lister Hill of Alabama. Final plans for this new bill were developed at a meeting in Washington, February 7, of the Executive Committee of the NEA Legislative Commission in co-operation with representatives of other national agencies interested in Federal aid for education. It was expected that a companion bill would be introduced simultaneously in the House. S.1313 Substitute calls for an appropriation of three hundred million dollars per year, these funds to be spent for general aid for public elementary and secondary schools through the fourteenth year. The money would be allocated to the states on the basis of the total number of children five to seventeen years of age and the amount of personal net income in each state, thus providing for allotments to the states in proportion to their needs and ability. The funds are to be expended through public agencies under public control. The major purpose of this legislation is substantially to lessen inequality of educational opportunity within and among the states. The equalization features of S.1313 Substitute are the same as in the former S.1313. Each state will develop its own plan for equalizing educational opportunity within its bor-

ders. The bill provides that minority groups, in states where separate schools are maintained, will receive their full share of the funds in proportion to their numbers and without any reduction in the proportion of funds which they have been receiving from state and local sources. Other items which were included in S.1313 will be cared for by separate bills.

**1942 CONFERENCE ON BUSINESS EDUCATION TO BE INVITATIONAL**—The 1942 Conference on Business of the University of Chicago will be concerned with "Standards in Business Education." This year, the Conference will be on an invitational basis and closed to the general public. Those participating will be members of a Work Committee composed of representative educators, selected representatives of business teaching organizations, and invited guests. Persons who are particularly interested in the problem of standards in business education who wish to attend the Conference may make application to the Conference Committee, in care of the School of Business of the University of Chicago. The invitational conference will be held on Friday and Saturday, June 26 and 27 at the University of Chicago.

**TRANSCRIPTIONS FOR CITIZENSHIP TRAINING CLASSES**—The WOR Recording Division, 1440 Broadway, New York, has recently released an album composed of five twelve-inch records containing the speeches of President Roosevelt and Prime Minister Winston Churchill. The recording includes President Roosevelt's speech before Congress asking it to declare a state of war. The other recording is that of Prime Minister Churchill's speech before the joint session of Congress during his visit to the United States. The cost of these two speeches in album form of five twelve-inch records is \$4.00.

**ANNOUNCES FASTER PERIODICAL SERVICE**—*Education for Victory*—The U. S. Office of Education announces that its periodical service to schools and libraries goes on a new war-time schedule. *Education for Victory*, published on the first and fifteenth of each month, replaces *School Life*, official journal of the Office for the duration of the war. It will carry: important official announcements, orders, statements and plans of various Federal government agencies vital to education; news of war-time programs undertaken by the Office; actions of other government war agencies which affect education; news of what schools, colleges, and libraries are already doing toward winning the war; and related material.

"It is recognized that educational leaders must be kept informed if they are to work at full strength on various war programs," says Paul V. McNutt, Federal Security Administrator. *Education for Victory* is the U. S. Office of Education's anticipation of this need. Returning to its original 1918 war-time schedule, this periodical will cover at once more than a score of war-time programs already assigned to the Office of Education staff. The Superintendent of Documents has informed the Office of Education that the subscription rate for *Education for Victory*, 24 issues per year, will be \$1.

**SUMMER WORKSHOPS**—At this time of year secondary-school principals and teachers are interested in learning of various types of summer Workshops that are to be held during the vacation period. Throughout the United States there are numerous types of Workshops held on college and university campuses. These workshops provide opportunities not only for professional advancement but also for recreation and sightseeing. The University of Colorado at Boulder, Colorado offers three different types of Workshops. Two of these, the Curriculum Workshop and the Rural Education Workshop are held from June 15 to July 17. The first one is under the direction of G. Derwood Baker, Superintendent of Boulder, Colorado, Public Schools, while the second one is under the direction of W. N. Robinson, Director of the Department of

Rural Education, Western Michigan State Teachers College. The Curriculum Workshop is a laboratory course through which teachers may, as individuals, develop new courses for units of work, prepare instruction materials, revise a curriculum, and develop techniques of evaluation. The Rural Education Workshop will give to those interested in rural problems opportunity to study the problems of rural education and to develop plans, materials, and methods usable in a rural school. A third Workshop, under the direction of F. F. Bradshaw, Dean of Students and Professor of Philosophy in the University of North Carolina, will be held from July 20 to August 21 in the field of guidance. Teachers, administrators, and counselors will have the opportunity of working intensively upon some problem or project in guidance of particular concern to themselves and their school. Tuition for residents of Colorado ranges from \$23 to \$25 a term while for out-of-state persons, the tuition ranges from \$26 to \$28 a term, in addition to certain incidental fees. Room and board can be obtained ranging from \$52.50 to \$62.00. For more complete information, requests should be sent to the Dean of the Summer Quarters, University of Colorado, Boulder, Colorado.

Cornell University of Ithaca, New York, likewise has announced plans for a curriculum Workshop during the summer term of six weeks to begin June 29 and last until August 8. The co-ordinator under whose direction this work will be conducted is Professor M. E. Hulse, School of Education. The tuition is \$60 for the session and the total number of credits possible to earn in the workshop during the six weeks is 6. The Workshop will provide an opportunity for experienced teachers and supervisors to work on curriculum problems and related projects under the supervision of a special staff supplemented by consultation service in the several fields of specialization. The co-operating divisions of the Workshop are English, social studies, science, mathematics, home economics, agriculture, and elementary education. Particular attention will be given to the techniques of study and use of community resources. A special section under the direction of a competent sociologist will be provided for those persons who desire to study local resources in the field. All sections will participate in the analysis of the findings of the special group.

**ANNUAL SALARIES PAID SECONDARY-SCHOOL PRINCIPALS IN NORTH CAROLINA**—A recent study made by the State Department of Public Instruction of North Carolina reveals some interesting statistics concerning the salaries of secondary-school principals within the state. The average annual salary of white elementary and secondary-school principals within the state has been raised from \$1210.94 in the school year 1933-34 to \$1686.75 in 1939-40. The average annual salary for the Negro elementary and secondary-school principals has been increased from \$877.29 in 1933-34 to \$1292.52 in the school year 1939-40. When both groups are thrown together the figures show that the average paid to all elementary and secondary-school principals was \$1150.90 during the school year 1933-34 and \$1608.17 during the school year 1939-40. This annual salary includes not only the state's share of the salary, but the local districts, as well. In the case of the white elementary and secondary-school principal, the local district's share of the annual salary was in 1933-34 only \$44.39, and \$80.37 in 1939-40. Thus it will be seen that the average annual salary paid from state sources constituted almost the total salary received by the principal.

In 1933-34 659 white secondary-school principals received an annual salary from state sources of \$1195.01, while in 1940-41, 706 white secondary-school principals received an average annual salary of \$1686.97. This was an increase of \$491.96 over the average for 1933-34. The average annual salary for Negro

secondary-school principals for the school year 1940-41 was \$1250.97, or \$380.97 more than the average salary paid to 111 Negro secondary-school principals employed during the school year 1933-34. The highest annual salary paid from state sources on a city basis to white school principals for the year 1940-41 was \$1860.00 in Sanford. The lowest average annual salary paid to white school principals during the same year was \$1288.00 in Fairmont. On the same basis, the highest annual salary paid to Negro school principals for the year 1940-41 was \$1700.00 in New Bern, and the lowest paid was \$864.00 in Hendersonville. Statistics likewise show that on a county basis, Hoke County paid \$1912.00 as the highest annual salary to its white school principal during the school year of 1940-41 and that Cherokee County paid \$1152.00 as the lowest average annual salary to white school principals. New Hanover County paid \$1566.00 as the highest annual salary to its Negro school principals and Camden County paid \$886.00 as the lowest average annual salary to Negro school principals.

**WAR POLICY FOR AMERICAN EDUCATION**—The Educational Policies Commission in a pamphlet recently published entitled *A War Policy for American Schools* states that "Without abandoning essential services of the schools, appropriate war duties of the schools should be given absolute and immediate priority in time, attention, personnel, and funds over any and all other activities." The educational "priorities" listed by the Commission are as follows:

- Training workers for war industries and services
- Producing goods and services needed for the war
- Conserving materials by prudent consumption and salvage
- Helping to raise funds to finance the war
- Increasing effective man power by correcting educational deficiencies
- Promoting health and physical efficiency
- Protecting school children and property against attack
- Protecting the ideals of democracy against war hazards
- Teaching the issues, aims, and progress of the war and the peace
- Sustaining the morale of children and adults
- Maintaining intelligent loyalty to American democracy.

In addition the Commission recommended important general policies, some of which are summarized herewith:

Quick decisions, instant action are needed. "Without impairing democratic processes, decisions must be reached promptly; action must follow on the heels of policy." Adult education has become a central rather than a marginal responsibility for "the major decisions of public policy are being made by adults." The supply of competent teachers should be maintained. Increments should "be added in order that the economic handicap of teaching may not be made even worse in this period of rising prices." The Commission holds that greater Federal support of elementary and secondary education should be provided. Education should be articulated with Selective Service and war industries and educational agencies should make a special effort to render advisory service to all young people, in school and out of school alike so that each youth may reach decisions which will ultimately result in the most efficient use of his activities to the nation's man power. Since "success in modern war requires complete and efficient use of the nation's total man power" and since "much of the effectiveness of the Selective Service system is . . . determined by the decisions and choices made by young men before they reach the age of twenty" the Commission "recommends that educational agencies make a special effort to render advisory service to all young people, in school and out of school alike." In counseling youth with reference to un-

employment in the war industries: "There is at present no indication of necessity to reduce the standard total amount or length of public-school education. It is better . . . to adjust academic calendars and class schedules to the war emergency. This can be accomplished by intensifying and accelerating the secondary school opportunities. . . . Students . . . who are capable of becoming skilled workers should be cautioned against early withdrawal from school to accept 'one-skill' jobs. . . . Youth in trade and industrial schools will ordinarily better serve their country by getting a broad and thorough vocational education which will aid them to move rapidly up the occupational scale to the skilled positions." In counseling youth with reference to continuing their education "efforts should be made to conserve superior intellectual and other abilities for national service in scientific research and leadership."

The Commission recommends that "a reserve category of essential men to constitute approximately 10 per cent of each age group from seventeen to nineteen, inclusive" be set up—certified by competent authority, perhaps the secondary-school principal, as to health, intellectual promise, general ability, and other special characteristics. Special boards in each state would allocate these men as needed to the army or navy, to schools and colleges for further training, to officers' training corps, or for commissions. Federal funds should finance whatever further education is decided upon for these men.

Recognizing that many new voluntary organizations seeking to further the war effort will spring up and will seek to work through the schools the Commission believes that the burden of proof should rest on these agencies to show "(a) that the matter on which school co-operation is sought is of paramount importance at this time, (b) that no existing agency or program is meeting the need, and (c) that no existing agency or program is capable of meeting the need." Concerning "Federal leadership, support, and co-ordination," the Commission "believes that the schools of America are able to achieve necessary unity and direction of purpose without governmental compulsion. The process will be greatly facilitated if there is (a) a single strong agency in the Federal government to which the schools can turn for reliable information and guidance . . . ; (b) Federal financial support for meeting educational needs which are national in scope and beyond the powers of the states to meet unaided; and (c) clear assignment of functions to various federal, state, and local agencies so as to avoid duplicating or conflicting efforts." It is doubtful whether secondary-school students should register as individuals at the local defense volunteer offices. Schools should "plan the war activities which they can carry on within the school program and during the out-of-school hours available for school activities" and register these projects at the local volunteer office. "Never," says the Commission in conclusion, "was there a time when the profession of education carried such a heavy responsibility, never a time when its members might feel a greater pride in the significance of their work, never a better opportunity to serve the nation. Let our profession but answer boldly the call of the crisis and we shall fashion, even out of the harsh necessities of war, a school system more fit for the education of free men." The complete pamphlet (47 pages) is available from the Educational Policies Commission, 1201 - 16th St., N. W., Washington, D. C., for 10 cents a copy.

MUSIC EDUCATORS NATIONAL CONFERENCE HELD—"Marking the thirty-fifth year of the Music Educators National Conference, the biennial meeting at Milwaukee, March 27 to April 2, not only represented the large strides taken by the school music program in general, but graphically illustrated the broad potentialities open to music education in the present emergency," says Fowler Smith, president of the Conference and director of music education in the

Detroit public schools and at Wayne University. The major features of the Conference were on American music and education in American democracy. Prominent among these was the premiere of *Free Men*, a musicodramatic production based on *The Education of Free Men in American Democracy*. A project of the Educational Policies Commission, this book by George S. Counts has become somewhat of a citizen's manual of democracy, gaining the attention and acclaim of educators throughout the country. Printed copies of the script were distributed to all present at the premiere, with a view to its being adapted and produced by schools in every state.

"Our Folk Songs," a program prepared and presented by Dr. Harold Spivacke, Chief of the Music Division of the Library of Congress included typical folk songs sung in their original versions by Alan Lomax, popularly known for his radio-record series, "The Ballad Hunter." Result of a current survey of the Library's collection of over 15,000 North American folk songs, the program also embodied demonstrations of classroom techniques developed for utilizing this music and making it a vital force in our culture. Sets of selected folk songs were issued to teachers attending the session, in order that this music may readily find place in school repertoires. In line with the Conference's long-standing program of unity through music were the N. B. C. and C. B. S. broadcasts over national and international hookups. On Sunday, March 29, the regular Conference—N. B. C. educational series, "Music and American Youth," presented excerpts from *Free Men*. A special program on Monday, March 30, featured South American music leaders brought to this country under the auspices of the Pan American Union. The regular Tuesday broadcast of Columbia's School of the Air of the Americas presented, before a general session, symphonic music derived from or inspired by folk or popular tunes of the Americas.

Among the speakers at the conference were Dr. William D. Berrien of the American Council of Learned Societies; Major Howard C. Bronson, Music Officer, Morale Branch, War Department; Dr. William G. Carr, secretary of the Educational Policies Commission; Major Harold Kent, Radio Branch, Bureau of Public Relations, War Department; Dr. Roy Smith, editor of the *Christian Advocate*; Charles A. Thomson, Chief, Division of Cultural Relations, Department of State. Thousands of pupils from the elementary grades through the secondary school participated in the Tenth Biennial Music Festival of the Milwaukee Public Schools, an event of national renown. Arranged by Herman F. Smith, local director of music education, and his staff, the festival comprised a comprehensive survey of music education in Milwaukee, one of the country's topnotch cities in the field. Other highlights of the conference were the Church Choir Festival, (500 singers), sponsored by the Milwaukee County Council of Churches; the All-State High School Band (150 players), presented by the Wisconsin School of Music Association; the Midwest College Music Festival, with a chorus of 1,000 conducted by Noble Cain, and the Chicago Catholic High Schools Festival Chorus of 500, David Nyvall, conductor.

**JUNIOR HIGH SCHOOLS MAKING ADJUSTMENTS IN PROGRAM OF STUDIES—**At a recent meeting, the junior high-school principals of Cincinnati, Ohio, discussed at length the factors which determine the amount of instruction that should be given in the practical or non-academic fields, particularly industrial arts and household arts. They are now preparing some recommendations on the junior high-school program for next year. During the last three years the junior high schools have been trying out modifications of the traditional program. The adjustments at Rothenberg Junior High School are illustrative of some of the changes that junior high schools in the downtown section of the city are finding best suited to their pupils.

In order better to meet the needs of its pupils, Rothenberg has ex-



tended the time most of its pupils devote to industrial and household arts. Information secured from tests given to the pupils and the experience of their teachers have shown that for some pupils there is need for more opportunities in these fields than is provided in the usual junior high school program.

Half of the seventh and eighth grade boys spend one-third of their school day in the shops, whereas, the other half devote the usual one-sixth of their time to such work. All boys in the ninth grade spend one-third of their time in the industrial arts shop of their choosing.

Similar provision is made for the girls. In the seventh and eighth grades science and health are co-ordinated with household arts. A course in Home Nursing is provided. Some of the seventh and eighth grade girls devote one-third of their school time to household arts. One eighth-grade group of girls receives special training in lunch-room service in the school lunch-room.

All ninth-grade girls take household arts. One group devotes one-third of their time to this field. The work is made as practical as possible. This year the girls are making garments for a large neighboring school and dresses for the Red Cross. For the final project the girls make their graduation dresses.

These arrangements require some readjustment of the academic subjects. Pupils who have increased time devoted to practical arts have their English, social studies, and mathematics combined in a two-hour period under the same teacher. These pupils may later attend a vocational high school or general high school the same as pupils taking the traditional junior high schools course.

The modifications of the program in Bloom Junior High School constitutes another illustration. Here the present shop facilities do not permit an extension of this phase of the program. In Bloom one-third of the pupils in the seventh and eighth grades have their four academic subjects under one teacher, although four periods are devoted daily to the four subjects. This has permitted some simplification and unification of the academic work for these pupils and made it possible to relate it more closely to the daily lives and needs of the pupils.

Other modifications are being tried out in other junior high schools. In the light of the experience of the last three years, the program of the junior high schools is now being modified to include, in addition to the traditional type of work, a practical arts course for both boys and girls in order that from one-half to two-thirds of the children in these schools, may in accordance with their needs, devote one-third to one-half their time in practical work and the remainder of their time to related academic studies including science, health, and citizenship.

**LIBRARIES AND THE WAR**—A statement of library policy has been adopted by the council of the American Library Association. The association states: "The United States is at war. The country requires of every profession as of every citizen, the utmost intelligence, realism and devotion. In a time of war there are certain duties which libraries can best perform. Every library must organize its services and expenditures without delay to meet the necessities of a nation at war. Each library activity must stand a triple scrutiny. More, not less, will be expected of the library. It must meet new demands from men, women and children who are thinking about and working for their country's welfare. The library will require better facilities, not poorer; more books, not fewer; and better work from every librarian. Library budgets should be protected. Librarians should take full advantage of their opportunities for patriotic service and thus challenge an understanding public support. Economies must be achieved not by reduction of library serv-



ice as a whole, but by careful selection of the most useful services which demand emphasis, and by higher efficiency in operation. Officially or unofficially, every library must become a *War Information Center* in which are currently available the latest facts, reports, directories, regulations, and instructions for public use. The urgencies of war time will frequently require immediate information and quick decisions. The library must therefore step up the tempo of its service. It must foresee and prepare to meet such demands.

*"The library must disseminate authentic information and sound teachings in the fields of economics, government, history and international relations. Because this is a war between democracy and totalitarianism, it is a conflict of ideas, theories, and political ideals as well as of military weapons. Ignorance of ideas, as of facts, may defeat the noblest intentions. The people of America, and not their soldiers and government officials alone, will make the final decision. To do this the people must not only be informed concerning the issues but must be alert to their significance and implications. The library, more than any other single agency, must aid them in this process. The library must make available valid interpretations of current facts and events. Manipulations of the truth for any reason, public hysteria or indifference, over-confidence or despair will impair the national war effort. The library can help materially to combat such irrational attitudes by providing not only trustworthy facts but reasoned interpretation. Freedom of inquiry is one of the basic freedoms which the American people are again fighting to preserve. The library must help to relieve the strain of war, by maintaining its supply of recreational reading, for men and women, and especially for children.*

*"The library must help and support postwar planning. Our nation now has a two-fold purpose—to win the war and with the victory to help establish a world order of decency, security, and human dignity. Already some of the best minds in the country are dealing with post-war problems—plans for employment, security, and the upbuilding of America; the basic principles of international relations; the practical implications of human geography; the relations of the United States to the whole world, and especially to the other Americas. Ideas are seething, plans are beginning to take form. Librarians can help to prepare the American people for wise decisions on these momentous questions by making known factual information, sound ideas, and rational proposals."*

**COMMONWEALTH PICTURES INAUGURATE RENTAL LIBRARY**—Because of continuous demand from home movie fans, schools, dealers, and other film users, Commonwealth Pictures announces a 16mm S. O. F. Rental Library. Up to this time, films might only be purchased from Commonwealth—now they also may be rented. The Rental Library now includes many of Hollywood's most outstanding hits—such films as Hedy LaMarr and Charles Boyer in *ALGIERS*, Walter Wagner's *BLOCKADE* with Madeleine Carroll and Henry Fonda, Jean Arthur and Charles Boyer in *HISTORY IS MADE AT NIGHT*, Laurel & Hardy in *FLYING DEUCES*. Many educational films, such as the world-acclaimed *EDGE OF THE WORLD*, and *WITH WILLIAMSON BE-NEATH THE SEA* with teacher's guides, are also included. The *LIVING STORY OF THE BIBLE* and other religious films are included, too. The library also makes available original technicolor and black-and-white cartoons, short-subject musicals and Shirley Temple comedies. Commonwealth has just issued its first Rental Library catalog and will be glad to send copies upon request. Write Commonwealth Pictures, 729 Seventh Ave., New York City.

# The Book Column

## PROFESSIONAL BOOKS:

*Americans All:—Studies in Intercultural Education.* Washington, D. C.: Department of Supervisors and Directors of Instruction of the N.E.A. 1942. 400 pp. \$2.00. We are Americans All. We have come from the four corners of the globe to unite in forming a great nation. What is the role of the school in furthering understanding of the contributions of many peoples to the American way of life? This yearbook, sponsored by the Department of Supervisors and Directors of Instruction, the National Council of Teachers of English, and the Society for Curriculum Study, attempts through pointed discussion and emphasis upon school practices to answer this question. The descriptions of procedure, written by teachers, administrators, and supervisors from all parts of the country, are presented to help all educators solve their problems in intercultural education. With attention focused upon defense, educators are challenged to look to their responsibility for contributing to national unity. They and civic-minded laymen have long been aware of the implications of intercultural education for national unity and morale. Events of the past weeks have deepened the awareness of the problems we face. The purpose of this book is to point out, through discussion and descriptions of practice, how schools and communities may contribute to our national strength through programs of intercultural education. More than twenty-five persons' contributions compose the parts of this book. They have in a masterly way discussed the following topics: (1) To What End Shall We Build? (2) American Melting Pot, 1942 Model, (3) Forming Attitudes, (4) Mexican Children Find Themselves, (5) Building Concepts of Racial Democracy, (6) Whatever the Need, (7) Program for American Living, (8) School and Community Together, (9) Mexican Children and Parents, (10) Indians Meet Modern Problems, (11) Toward Racial Understanding in the South, (12) Some Aspects of Negro Culture, (13) Conserving Cultural Resources, (14) A Culture Building Program, (15) Farm Children Become World Citizens, (16) Rediscovering Folkways, (17) Eleventh Graders Write, (18) From Many Lands, (19) Cultural Emphasis in a French Class, (20) Spanish Life Class, (21) Enriching Foreign Language Study, (22) Youth Hosteling, (23) Techniques of Culture Building, (24) The Role of the Instructional Leader, (25) Issues in Intercultural Education, and a comprehensive bibliography is also included.

BILLINGS, M. L. *Group Methods of Studying Occupations.* Second Edition. Scranton, Pa.: International Textbook Co. 1941. 480 pp. \$3.00. Present conditions have emphasized the need for organized presentation of educational and vocational information, through which may be developed conceptions and understandings of occupational life and its problems, resulting in the development of right attitudes and the acquiring of skills needed for self-guidance and adjustment. Therefore, a discussion of objectives, methods, techniques, illustrative procedures, and criticism of evaluation is particularly pertinent at this time. Many administrators are considering how best to organize group work, in order to conserve time and to reach the majority of pupils. Teachers and councilors, to whom the responsibility for such work is assigned, are seeking informa-

tion and techniques to help them carry on the work effectively. This book will be found helpful as a handbook of principles and procedures in that function of the total guidance program concerned with the imparting of educational and vocational information. It is the result of varied experiences and wide contacts. The author has treated in a practical way the problems of formulating objectives, and of providing guidance information; she has shown material from her rich background of practical experience and broad contacts with guidance developments. A wealth of practical suggestions for teachers and guidance workers directly concerned with serving youth has been assembled in this revised edition of her book, formerly entitled *Teaching About Vocational Life*. This book is replete with examples of how guidance can be taught in the classroom through dramatics and even over the radio. These examples are not only useful in themselves, but also illustrate the methods by which similar lessons may be developed. Those chapters that deal with methods and techniques for classes in educational and vocational information are the outgrowth of courses taught by the writer and analyses by her of organized units of study from many parts of the United States. The development and application of educational and vocational information and other methods of measurement are all made in connection with her studies.

BOND, G. L., AND BOND EVA., *Developmental Reading in High School*. New York: Macmillan Co. 1941. 363 pp. \$2.00. This book has been written for the teacher who is perplexed by the realization that her pupils cannot read the materials of her course. The need for the secondary-school teacher of today to assume the new and difficult responsibility of teaching reading is becoming ever more apparent. It is evident also that she must have help in undertaking this task. The authors have made this book as readable and practical as is consistent with accuracy. Many controversial topics have either purposely been omitted or generalized so that the teacher would not be confronted with a body of research which might prove confusing.

Written primarily for teachers and teachers-in-training, this book has grown out of a study of questions asked by secondary-school teachers in various parts of the United States, concerning problems that they have faced in teaching reading. The more useful reading skills and techniques have been discussed; and specific, practical procedures have been given by which these skills and techniques may be developed.

BOUTWELL, W. D. et al. *America Prepares for Tomorrow*. New York: Harper & Brothers. 1941. 612 pp. \$2.65. This is a complete and authoritative story of the total defense effort of the United States—here told for the first time. It tells the whole story of the vast organization for defense, explains what every government department is doing, how it co-ordinates with business and industry, what business and industry are themselves doing, and how the ramifications of defense are spreading into every corner of the United States and affecting every citizen. Each chapter has been written by an expert close to the scene in Washington. The six authors, through their daily work in Washington, were familiar with or had access to facts on all major aspects of the national defense program. Each chapter has been checked with officials of the government agencies handling the functions treated. The book contains a wealth of information about our resources, both human and material, and offers a broad, over-all view of the ways in which these resources are being used. Besides giving a clear picture of the defense effort as a whole, it answers

literally hundreds of questions which have puzzled not only private citizens but also many government officials.

This story of our total defense effort is as interesting as it is important. The style is colorful and lively, the typography and format are attractive, and the illustrations include both effective cartoons and the latest government organization charts. An interesting feature is a unique comparative chronology of the period from 1930 to the moment of going to press, showing in parallel columns significant events in the U. S. and Europe.

- Cecil, H. L. and Heaps, W. A.** *School Library Service in the United States*. New York: H. W. Wilson Co. 1940. 334 pp. \$2.75. This book uses the term *school-library service* in a broad manner. The author defines this service as the function of providing a school system with reading materials other than school texts, under the direction and stimulation of trained librarians or teacher-librarians. This service may be carried out within the school itself by means of library rooms or classroom libraries, or in public library branches in school buildings or on school grounds, or by county library agencies through school deposit stations or book-truck circulation at the school door; and may be provided under the administration of the school board, or jointly by the school board and the public library board, or by larger units such as the county library or regional library organizations.

The purpose of this volume is threefold: (1) To interpret to the school administrator and student of school-library development the importance and place of school library service in our educational program today; (2) To trace its growth and educational significance from the earliest school library consisting of a single shelf of books, to the broad concept of service which the school library of today implies; (3) To describe and analyze forms of administration and participation in the establishment and maintenance of school-library service today. It is concerned with school-library service from the standpoint of educational administration and the problems of establishment, maintenance costs, and personnel will be considered from that angle. The details of administration, that is, those problems and interests pertaining to the internal operation of the school library such as book selection, methods for stimulating interests in books and reading, methods for teaching the use of books and the library, administrative policies and practices in individual libraries, teacher co-operation and related subjects, are the province of the school librarian and are not included in this volume.

- FOLKS, HOMER, Chairman.** *Final Report of the White House Conference on Children in a Democracy*. No. 272 Washington, D. C.: Government Printing Office. 1942. Approximately 500 pp. This final report of the White House Conference on Children in a Democracy is issued pursuant to a resolution adopted at the final session. It is a fuller statement of facts and conditions concerning child life in America than was possible in the General report, issued in May, 1940. The factual foundations of this report relate to the year 1940. It has lost none of its pertinence, however, since the essential needs of children are the same in peace and in war.

- GRAY, J. S., et al.** *Psychology in Use*. New York: American Book Co. 1941. 663 pp. \$3.25. This book is in response to a real textbook need. Both teachers and publishers have long recognized the paucity of assembled material for an introductory course in applied psychology has not kept up with the development of interest and research. Applied psychology includes so many fields that it is difficult for any one writer to cover them all with equal thoroughness and judgment. On the other hand, it is

almost impossible to integrate the efforts of a number of writers so that a co-operatively written book is unified and coherent throughout. However, it is believed that the several fields of applied psychology are sufficiently discrete to make the advantages of specialization and the authority of many writers outweigh the disadvantages of variations in style and diversity in thinking patterns. This book is the result of a staff of contributors. Each author is a specialist along the line of his chapter. Many of the staff have written books in their respective fields, and all have published significant research. These authors are interested in psychological facts only to the extent that they can be used. They have presented a clear description of how psychological facts are used in various fields. They have incorporated research to discover new psychological facts only when such needed facts do not already exist. Otherwise they are practicing psychologists. They are not professional fact finders but professional fact users. Their research is principally to discover new ways of using facts which already exist. As a book for the busy secondary-school principal and his faculty to "brush up" on the past and present and to put psychological facts into use, there is undoubtedly no briefer yet authentic presentation covering this important field.

HARTFORD, E. F. *Our Common Mooring*. Athens, Ga.: The University of Georgia Press. 1941. 83 pp. \$1.25. This volume presents Dr. Harcourt A. Morgan's point of view concerning the problems of the Southeast. It is Dr. Morgan's conviction that failure to observe the basic natural laws and interdependent factors which outline the potentialities of the regional economy and life of the people has contributed to the exploitation of human and natural resources in the Southeastern region. Two ideas which he has long advocated have been recognized by competent scientists and leaders as fundamental steps toward readjustment. The first of these is the need for southern agriculture to observe the fundamental natural relationship among minerals, plants, and animals through a program of balanced farming. The second is the desirability of a decentralized industrial development dispersed throughout an agriculture economy as a balancing factor. This little book presents what appears to be some basic thinking upon the relation of education to the problems of security for the individual, the region, and the nation. It might well serve as a point of departure and a frame of reference rather than a conclusion. The point of view expressed in this volume will be helpful to others in their efforts to plan educational programs, to conduct research undertakings, and to aid people generally toward a more adequate and stable economy. It likewise should be helpful in providing an outline of a possible educational effort for the next quarter of a century.

*Health in Schools*, the 1942 Yearbook of the American Association of School Administrators, Washington, D. C.: The Association, 1942. 544 pp. \$2.00. Health has long been an aim of education. Present-day conditions require intensification of educational efforts because "gold that buys health can never be ill spent." Although the yearbook points no moral or draws no conclusions (labeled as such), several lines of possible action appear from a reading of the chapters: (a) that more careful attention to a study of individual nature and health needs is needed; (b) that more effective machinery should be developed to eliminate physical and mental defects; (c) that the school program and its organization must be studied to eliminate the unnecessary tensions and strains harmful to both pupil and teacher health; and (d) that the possibilities of co-operative action in creating a healthful community should be explored under the leader-

ship of educators. These are not the only roads to immediate action, but they suggest some of the types of activities that will concern school administrators. This book presents a long-time constructive view of the schools' part in promoting the health of the nation and explores the possibilities of co-operative action in creating healthful communities. It concerns itself with the health-instruction program, mental hygiene, and methods of teaching the pupil to develop a healthy body. It includes a wealth of concrete material on general control methods to protect pupils and teachers from communicable diseases. A valuable feature of the year-book is a series of searching questions on school health problems supplemented by a comprehensive list of references on health education.

HILL, W. E., AND EWING, C. H. *Materials and Methods for Vocational Training*. New York: McGraw-Hill Book Co. 1942. 171 pp. \$2.00. In this book the authors meet the pressing need for a text which will give the vocational teacher entering the teaching profession from industry specific information in an understandable and usable form. The book presents a plan for the organization of individual instruction material which combines the shops and related subjects. The clearly explained and fully illustrated program permits the student to break down any vocational area and to select suitable instruction material, so that the training program may be established on a basis which will eliminate loss of time and develop competent workers.

HOLLAND, K. AND HILL, F. E. *Youth in the CCC*. Washington, D. C. American Youth Commission, 744 Jackson Place, 1942. Investigates and evaluates the CCC as an agency to provide employment and training for youth and to give youth an opportunity to make a major contribution to the national welfare. An extensive background of case studies heightens the value of this definitive report.

KLEIN, A. J., EDITOR. *Adventures in the Reconstruction of Education*. Columbus, Ohio: Ohio State University. 1941. 290 pp. \$1.50. The program of education which this book describes is based upon two convictions; *first*, that education at all levels has a primary responsibility for creating, preserving, and developing the values involved in the democratic way of life; *second*, that teaching is a profession which demands professional preparation appropriate to the functions of education in a democracy. Teacher education has usually taken over methods and content from an arts college whose practice was little concerned with the functioning of education in the workaday world. This book, in large part, is the story of adventures in the search for methods and aspects of subject-matter more appropriate to the attainment of the ends sought than are these traditional and merely respectable practices. Sixty-one persons in co-operation have written this report. It is no formal symposium of the usual type, in which a single author is supported by a reviewing committee. In other words, the preparation of the book was a democratic task of authorship—a task traditionally regarded as extremely individualistic and personal. The procedure used in its preparation is evidence of the existence of the professional attitudes which are essential on the part of teacher-education faculties if the preparation of students is to be appropriate to the democratic way of life.

The purpose of this book is to examine several aspects of the preparation of teachers that are currently engaging the thought of educators. It does not seek to extend the already voluminous literature of general discussion nor to assemble a group of specific investigations and informative facts. It attempts, rather, to present a picture of the interplay of gen-



eral ideas and actual practices which characterizes the development and functioning of a living social institution. The general ideas selected for emphasis are those that seemed to the authors to be of major interest to educators and school officials. The practices reported have been developed by the College of Education at Ohio State University in its quest for more vital and effective means of preparing students for professional educational service.

LONG, C. D. *School-Leaving Youth and Employment*. New York: Columbia University. 1941. 84 pp. \$1.60. At least half the boys and girls whose formal education ends with secondary-school graduation or earlier need, want, and do begin as soon as possible to earn their own living. This study establishes clues for educators in their search for means of providing more adequate and appropriate education for such youth. Information collected from a group of school-leaving youth is analyzed to discover if such factors as personal characteristics, school and home background, and ways of behaving related to occupational situations are associated with duration of employment. The significance of both negative and positive findings is pointed out and implications drawn.

MARTIN, L. K. *Magazines for High Schools*. New York: The H. W. Wilson Co. 1941. 161 pp. \$1.75. Young people and their interests and abilities have been at the center of this study. The author has recognized that unless the librarian and the teacher study what our young people desire and do, books and magazines lose their purpose and meaning. She would have the school and the library provide a rich environment for our younger generation to satisfy their conscious needs and lead them on to an expanding conception of what the world may be. For those who wish to build the future there is more here than the very useful, expertly organized facts we have so long needed. There is much here of help. In the use of this excellent book one caution needs to be made, in that this relates to magazines in the school library and does not take into consideration their use in the classroom as a basic part of the subject taken. Unfortunately in books or articles of this type, teachers have used them as recommendations or non-recommendations for magazines and newspapers used in the classroom. One must remember that criteria which may be valid for selecting good magazines for use in the school library may form poor criteria for selecting magazines and newspapers for classroom use. No magazine can serve both purposes successfully since their fields necessarily require decidedly different presentations.

RIMKUS, H. E. *The Centralized School Library*. New York: The H. W. Wilson Co. 1940. 110 pp. This study is intended primarily for those librarians and administrators who are concerned with the organization and concentration of elementary libraries in centralized schools. It describes a method of centralizing an elementary school library and distributing the book collection in a centralized rural school area as it is being applied in the Clinton (New York) Central School. While this study is limited to the elementary school, the close association and co-operation with this community's junior-senior high school provides clues of interest to the secondary-school principal who has general supervision of a secondary school and a number of elementary schools.

SHOOPS, N. E., and GOLDBERG, G. *Corrective Treatment for Unadjusted Children*. New York: Harper & Bros. 1942. 240 pp. \$3.00. This book gives practical instruction in the art of treating the behavior problems of pupils. It answers the question: What specific steps shall the teacher and the parent take to remold the character and conduct of maladjusted pupils?



The *how* of personality adjustment is emphasized throughout, rather than the *what*, thus making the book unique in the definiteness of the methods and techniques described. It is really a manual of practice, the exposition of which is clarified through the description of a variety of behavior problems and cases in which concrete situations are analyzed, step by step, and the means of correction simply presented. The many case histories are typical and the constructive handling of them is eminently helpful. The book grows out of years of extensive research by the authors under the guidance of the Adlerian psychology backed by extensive work both in teaching public school teachers and in the actual handling of unadjusted pupils. Through a generous use of illustrative cases, the authors make clear and definite the methods to be followed to help pupils, who, while not abnormal, have still not been able to effect a happy adjustment to home and school life.

SUTHERLAND, R. L. *Color, Class, and Personality*. Washington, D. C.: American Youth Commission. 1942. 135 pp. \$1.25 cloth — 75c paper. The American Negro problem is a complex of the problems of 12,000,000 individuals—black, brown, and light yellow, rich and poor, good and bad—who do not form a homogeneous group deserving only the white man's sympathy, contempt, or assistance. This volume summarizes the chief findings of the extensive studies made by the Youth Commission. It suggests their implications for our national life. This final volume in a series of nine published reports reviews the chief findings of the investigation and suggests their implications for our national life. It is not a digest or literal summary of the preceding volumes. It is an interpretation of those findings which are most relevant to plans for improving the status of Negro youth. Part I is given over to generalizations based on facts—"things as they are." Part II defines problems that call for action now and makes specific recommendations for their solution.

The Negro problem defies simple solution. First, the individual is associated with the stereotypes into which the white man crowds all Negroes, and out of which the individual Negro can seldom escape. These stereotypes are bolstered by the culture in which two races exist, and the white community has grown accustomed to seeing the Negro youth reared on a lower social level. Because of this "there is little wonder that white persons pre-judge and misconceive the nature of Negro youth. They learn during the first few grades in school about the Negro's status as a slave only two generations ago. They early learn from observation that in many relationships Negroes are still treated subserviently. The whole cultural atmosphere in which white youth are reared is conducive to the development of superiority and of patronizing attitudes toward Negroes." The Negro in turn sometimes accepts what the white men say about himself. The author states, "It should be strongly emphasized that nothing can be done to help the Negro child, in a sense of widespread social engineering, until his family has a chance to obtain a job, a living wage, a political voice, and an adequate education for its children. The problems of illegitimacy, delinquency, and desertion, which are tremendously more widespread in the Negro than in the white group, are certainly directly related to the economic and social disabilities of the Negro family (as a systematically subordinated group)."

But until the development of the separate Negro personality is guarded, nurtured, and stimulated—until the Negro youth learns "how to be black in a white world" meanwhile escaping frustration's neuroses, little can be done with the mass problem. The author believes that "a foundation, a state department of education, a state school for Negro education, a pri-

vate college for Negro education, a group of social agencies, or a combination of these agencies should establish a new type of guidance center for Negro youth in which the complete personality development and adjustment of the individual is the center of interest."

WALRAVEN, M. K. AND HALL-QUEST, A. L. *Library Guidance for Teachers*. New York: John Wiley & Sons. 1941. 308 pp. \$2.75. This volume attempts to apply library science to the needs of secondary teachers by explaining in detail what the teacher needs to know about the library to the end that he may guide his own pupils in an increasingly independent use of source materials. For too long, school administrators and teachers have assumed that the librarian is the one individual who should teach pupils how to use the library. Therefore, the school schedule usually provides one or two hours a week or a term for such instruction by the librarian either in the library itself or in a classroom. Prevailing, the English department of the secondary school is assigned this responsibility with the librarian. There are at least two reasons for stressing the teacher's role in library guidance. First, the librarian is vastly more than a desk clerk checking out and checking in library materials. The librarian is responsible for evaluating, selecting, ordering, housing, cataloging, displaying, distributing, repairing, or replacing the literary equipment of the entire curriculum. As a specialist in source materials, the librarian is indispensable as a counselor in curriculum construction. It is the purpose of library schools to train individuals for this large educational service. Consequently the librarian needs to work under conditions that further this purpose. In smaller schools, the librarian will need to serve as desk clerk and also as teacher, but provision should be made for the larger scope of duties. The second reason is even more important. Teachers on all levels are responsible for teaching their pupils to use the tools of learning. This is an accepted principle in such technical departments of the school as the fine arts, the practical arts, and laboratory sciences. But books are likewise tools of learning. Pupils need instruction and guidance in the economical and effective use of books. This applies to all types of curriculums: subjects, projects, units, core-areas, activities. The educated individual enjoys the satisfaction of resourceful independence. But this large attainment, for most people, rests upon skills and attitudes acquired through long exposure and training in school. It must begin early and develop under continuous guidance by all teachers. Hence, teaching pupils to use books in classroom and library should be a basic educational objective. It requires, obviously, a teacher-guide who is able to direct the learner in acquiring the desired skills and attitudes.

YOUNG, W. E., EDITOR. *The Social Studies in the Elementary School. 12th Yearbook*. Washington, D. C.: The National Council for the Social Studies. 1941. 243 pp. \$2.00 paper, \$2.30 cloth. The purpose of this yearbook is to provide guidance and help for teachers and others in developing a more wholesome, satisfying, and effective program of instruction in the social studies of the elementary school. The social studies in the elementary grades are considered as those school activities and their accompanying subject matter whose purpose and content are social. The Twelfth Yearbook purports to show the place of the child in the social setting and how the social studies may function to clarify and improve the child's status. The impact of social and industrial change upon the child's place in society, and the resulting responsibility of the social studies in the necessary adaptations of the child and society, to the enrichment of both, are described and dynamically interpreted. Just what is the place of the social studies in respect to the total cur-

riculum and to the many other disciplines and experiences of the school program? What determines the selection of subject matter? What determines the experiences to be provided, and the sequence for which they are planned? What is an experiencing curriculum in theory and in action? Why is such a curriculum preferred? How shall the new programs in social studies be evaluated? How may evaluation improve teaching? These are large questions, but they are ones the Yearbook attempts to answer—not to close off debate but rather to set it off; that is, to stimulate clear thinking and careful inquiry to the end that children may experience increased enlightenment and better living.

While this book pertains specifically to the elementary field, it will undoubtedly be used by a large number of people in the secondary-school field. The method of procedure, the basic philosophy, the fundamental principles involved, and the knowledge of content and grade placement of materials all have their practical application at least in a general way at the secondary-school level.

*Youth and the Future.* Washington, D. C.: American Youth Commission, American Council on Education. 1942. Over 300 pp. \$2.50. A general report of the American Youth Commission making specific recommendations for dealing with the complex of economic, educational, and social problems that will confront American youth in the years to come. Based on the experience of the past and adjusted to the harsh realities of the past and the present, the American Youth Commission's vital program anticipates the foreseeable requirements of the future. "Now that the war is actually upon us," writes Mr. Young in the introduction, "many of the recommendations of this report are even more timely and urgent than before, while others which look to the post-war future do not lose importance as we gain a better conception of the magnitude of the eventual post-war readjustments."

These conclusions have not been arrived at quickly. They have resulted from extensive investigation, study, and interpretation of the Commission's findings, which also are presented here, summarized, and co-ordinated. Nor are these statements the easy product of a group of like-minded persons. On the contrary, the members of the American Youth Commission represent widely varying points of view. It is significant that agreement could be found on a plan of action as comprehensive as this.

*Youth and the Future* is more than a report. It is a program to make us stronger in war and peace. Because of its importance to the national welfare, it should be widely read, discussed, and quoted in the trying months and years ahead. Written in the light of wartime realities, it is of particular value in relating immediate needs and measures to the long-term planning essential post-war reconstruction. It is supplements and amplifies, but does not duplicate, the previous studies and reports of the American Youth Commission.

ZELLER, DALE, *The Relative Importance of Factors of Interest in Reading Materials for Junior High School Pupils.* New York: Bureau of Publications, Columbia University. 1941. 89 pp. \$1.60. This study deals with the factors in reading materials that interest or repel children in the early years of adolescence. The investigation is made on the basis of sex differences and presents a formula for predicting the relative appeal of a book to a boy or girl. An interesting feature is the rating of forty-eight books by more than four thousand pupils on the basis of liking or disliking. Included also is a summary of similar studies with complete bibliography.

## EDUCATIONAL EVENTS

### Calendar

#### April

- 6-10 Annual meeting of the Association for Childhood Education, Buffalo, New York. Headquarters: Statler Hotel.
- 8-10 Annual meeting of the Inland Empire Education Association, Spokane, Washington.
- 8-11 Annual meeting of Western Arts Association, Kansas City, Missouri. Headquarters: Hotel Phillips.
- 9-11 Annual state meeting of the All-Principals Conference, Tampa, Florida.
- 10 Annual meeting of the Tennessee Secondary-School Principals Association, Nashville.
- 14 **Pan-American Day.** Write to the Pan American Union, Washington, D. C. for aids and suggestions for this day's observance.
- 14 Annual meeting of the Idaho Secondary-School Principals Association, Boise.
- 14-16 Annual meeting of the American Association of Collegiate Registrars, Chicago, Ill. Headquarters: Drake Hotel.
- 15-18 Annual convention of Health, Physical Education, and Recreation in joint session with the Southern District Association, New Orleans, La., Headquarters, Hotel Roosevelt.
- 24-25 Spring meeting of the Ohio Secondary-School Principals Association, Columbus. Headquarters: Seneca Hotel.

#### 25-May 2

National Boys and Girls Week. Write to National Boys and Girls Week Committee, 35 E. Wacker Drive, Chicago, Ill., for *Manual of Suggestions* and other literature.

#### May

- 1-2 Annual meeting of the American Council on Education, Washington, D. C. Headquarters: Mayflower Hotel.
- 2-9 Eighth annual meeting of the Pan-American Child Congress, Washington, D.C.
- 3-7 Annual meeting of the National Congress of Parents and Teachers, San Antonio, Texas.
- 4-6 Annual meeting of the Institute for Education by Radio, Columbus, Ohio, Headquarters, Deshler-Wallick Hotel.
- 17 **CITIZENSHIP RECOGNITION DAY.**

#### June

- 21-25 Annual meeting of the American Home Economics Association, Boston, Mass.
- 22-27 Sixty-fourth annual Conference of the American Library Association, Milwaukee, Wisconsin.
- 26-27 The Ninth Annual Conference on Business Education, University of Chicago.

#### 28-July 2

Summer Convention of the National Education Association, Denver, Colorado.

#### 29-July 2

Twenty-first annual conference on printing education, Carnegie Institute of Technology, Pittsburgh, Pa.

#### July

- 8-10 Conference of the World Federation of Education Associations, Montreal, Canada. Information may be secured from Miss Edna V. Crowell, assistant to the secretary general, 1201 Sixteenth Street, N. W., Washington, D. C.

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*From the archives of broken peace we are bringing out old words and dusting them off for use again as shining lanterns to lead us through the darkness of another war.*

*Words like freedom, justice and truth—all of them hard to define, none of them used more frequently than freedom.*

*You cannot say what freedom is, perhaps, in a single sentence. It is not necessary to define it. It is enough to point to it.*

*Freedom is a man lifting a gate latch at dusk and sitting for a while on the porch, smoking his pipe, before going to bed.*

*It is the violence of an argument outside an election poll; it is the righteous anger of the pulpits.*

*It is the warm laughter of a girl on a park bench.*

*It is the rush of a train over the continent and the unafraid faces of people looking out the windows.*

*It is all the howdys in the world, and the hellos.*

*It is you trying to remember the words to The Star Spangled Banner.*

*It is the absence of apprehension at the sound of approaching footsteps outside your closed door.*

*It is your hot resentment of intrigue, the tilt of your chin and the tightening of your lips sometimes.*

*It is all the things you do and want to keep on doing.*

*It is all the things you feel and cannot help feeling.*

**FREEDOM—IT IS YOU.**

(Reprinted from Louisville Courier-Journal) —Hazel Parker